

Practical Recommendations on Students' Tolerant Behavior Formation in Universities

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ABSTRACT

The relevance of the study is conditioned by the development of civil society and legal state, which are characterized by the observance of and respect for the rights and freedoms of man and citizen, a recognition of individual freedom and the values of each person. The purpose of this article is to develop practical recommendations on formation of students' tolerant behavior in universities. The leading approach of the study is existential approach which allows to consider process of formation of tolerant behavior as personal development, who is conscious of the uniqueness of each person, understands the meaning of free choice and responsibility, recognizes the objectivity of the relationship with other people who searches for life values and understands the meaning of his or her own life. The study involved 400 teachers, 500 students, which revealed the criteria of tolerant behavior. Main results of the research consist in the characterization of tolerant behavior as a systemic integrity of qualities and abilities of the person providing the formation of orientation on the assimilation and implementation of social norm of mutual understanding and constructive cooperation with other people and formation of readiness to recognition, sustainability and conscious actions on the basis of consent and social partnership; identifying of situational-discrete and permanent-prolonged forms of education of students' tolerant behavior, providing real assistance in specific problem situations and continuous support during the whole study at the University. The significance of the results obtained is that the compiled characteristics of tolerant behavior allows to allocate in its structure the subjectivity characterizing the person's ability to interact with others, constructive actions in the border situations and responsibility for their own choice; sociality, manifested in the models of social and steady behavior; being educated, which provides the process of purposeful influence on the person to form the active-effective state of acceptance of other people, and himself. The identified forms in upbringing of tolerant behavior contribute to the formation of focus on the model of tolerant behavior, determined by legal and social norms; effective social and professional interaction taking into account ethno-cultural and confessional differences.

KEYWORDS

Tolerant behavior, cooperation with others, readiness to sustainability

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Introduction

The relevance of the study is conditioned by the development of civil society and legal state, which are characterized by the observance of and respect for the rights and freedoms of man and citizen, a recognition of individual freedom and the value of each person. In 1995, the States- members of the United Nations in Paris at the twenty-eighth session of the General conference, adopted and solemnly proclaimed the Declaration of principles on tolerance, adopted by resolution 5.61 of the General conference of UNESCO (Declaration of principles on tolerance, 2016). UN Declaration emphasizes that tolerance means: (1) respect, acceptance and appreciation of the rich diversity of our world's cultures, forms of expression and ways of manifestations of human individuality; (2) active attitude prompted by recognition of universal human rights and fundamental freedoms, pluralism, democracy and the rule of law; (3) moral duty, a political and legal requirement, the virtue that makes possible to reach the peace and contributes to the replacement of culture of war by culture of peace. The adoption of this Declaration actualizes the attention to tolerance as a scientific category and the phenomenon of social reality. In science, the tolerance becomes to be positioned as a mechanism to support and develop different systems' diversity of human existence that expands the range of capabilities of these systems in a variety of unpredictable situations and their stability (Tishkov, 1997). As a phenomenon of social reality, the tolerance provides a tolerance for others' opinions, belief, behavior (Zolotukhin, 2001). The special attention should be given to the problem of formation of tolerant behavior among young people. Youth because of their social characteristics and sharp perception of the environment is the most vulnerable to destructive influences and formation of radical views and beliefs. To the negative characteristics of the youth environment can be referred the brutality, the emergence of extremist organizations (Vasil'yeva, 2009). Therefore, the basic idea of tolerance is the need to instill to each person the values of human dignity and the inviolability of the human personality. F. Major (1998) (Director-General of UNESCO, 1987-1999) formulated following principles of tolerance: education of openness and understanding of other peoples, of the diversity of their cultures and history; training in the understanding of non-violence, peaceful means for resolving disagreements and conflicts; instilling the ideas of altruism and respect for others, solidarity and belonging, which are based on awareness and adoption of its own identity and ability to recognize the multiplicity of human existence in different cultures and social contexts. In Russia, the actualization of problem of students' tolerant behavior formation is also driven by inclusion of universities in the education clusters (Lunev et al., 2016). It requires the active involvement of students in educational-professional activities in multi-ethnic, multi-religious groups. The purpose of this paper is to develop practical recommendations on formation of tolerant behavior of students in universities.

Research methodology

The leading approach of the study is the existential approach which allows to consider process of formation of tolerant behavior as personal development, who is conscious of the uniqueness of each person, understands the meaning of free choice and responsibility, recognizes the objectivity of the relationship with

other people, who searches for life values and understands the meaning of his or her life. One of the founders of the existential approach is V. Frankl (1990). In his famous work "Man's search for meaning" V. Frankl (1990) writes that the meaning cannot be invented, it is impossible to give, meaning cannot be created. The meaning can only be found on the background of reality. In education the main idea of the existential approach is the formation of a man who knows how to live life on the basis of an existential choice, who is aware of the meaning of life and implements himself in accordance with that selection and who is included in the live co-existential activity. Person independently searches for the meaning in each situation. Therefore, the teacher can only accompany the student in the process of forming the ability of tolerant behavior. Experience shows that it is impossible to teach or make be tolerant the students. Они должны обрести личностно-значимый смысл толерантности. They need to find personal meaning of tolerance. During research the following methods were used: theoretical (analysis, synthesis, generalization, systematization, scientific dialogue); sociological (observation, interviews, questionnaires).

Results

The main results of this study are: 1) characterization of tolerant behavior; 2) forms of upbringing of tolerant behavior of students; 3) experimental verification of forms of students' tolerant behavior upbringing.

Characteristics of tolerant behavior

It is found that tolerance is a metasubject concept. In philosophy tolerance is often presented as a moral norm, part of the system of ideology of the ruling party or another social group, the neutral norm, without which the social action is impossible, because it provides it with a sense of purpose, generic, formal standard, supporting practical discourse and a part of the system of values of one of the agreements, for example, traditional one (Zolotukhin, 2001). In the psychological Sciences tolerance is regarded as a quality (property), position, the ability of the individual (Gajdukova, 2010). In social and political Sciences tolerance is seen as the active position of self-restraint and deliberate non-interference, which is achieved through law and tradition, common norms of behavior, and which is characterized by voluntary consent to mutual tolerance (Tishkov, 1997). In pedagogical researches the tolerance is regarded as a resistance to differences (Ladik, 2011). Thus, the notion of sustainability in a broad sense is defined as the ability of the entity to resist efforts tending to withdraw it from the initial state of static or dynamic equilibrium. In the narrow sense, sustainability is understood as the integral quality of personality, values and cognitive construct, which is formed in the process of socialization by the interiorization of the socially fixed view norms of cultural diversity, individual differences and fundamental democratic values. Thus, the objective understanding of tolerance is possible only in the process of dialogical thinking. Dialogue is the most universal method of communication between people and their joint activities. Scientific dialogue as one of the modern methods of research provides poly-fundamentality, complementarity and the possibility of combining even of alternative, disjoint concepts and allows studying the object more fully. We propose to consider the tolerance as a systemic integrity of the qualities and abilities of the person providing the formation of orientation on the assimilation and implementation of social norms of mutual understanding and

constructive cooperation with other people and formation of readiness to recognition, sustainability and conscious actions on the basis of consent and social partnership.

It is clarified that in the structure of tolerance it is possible to allocate the following components:

- subjectivity, reflecting the combination of 1) qualities (self-control, calmness, friendliness, desire to accept the surrounding reality), 2) positions (tolerance, support, acceptance, trust, absence of conflict, loyalty), 3) values (freedom, humanity, tolerance) of personality and mediating interpretation of tolerance, first, as personal quality, characterizing the attitude to the values, positions, beliefs, people's behavior and expressing the desire to achieve from them mutual understanding, and to gain a personally significant sense of tolerance, and secondly, as the ability of the individual to interact with others and fruitful cooperation, constructive actions in borderline situations and responsibility for their own choices;

- sociality, manifested in the models of social and steady behavior, determined by demands of society and carried out through legal and social norms, and allowing to consider tolerance as a social norm, based on respect for the rights and freedoms of other personality and sustainability to socially safe ideas, traditions, beliefs different from their own cultural samples;

- educability, which provides the process of purposeful influence on the persons to form active-effective state of acceptance, like others so themselves, and allowing to interpret tolerance as, firstly, the readiness of the individual to the understanding and recognition, collaboration with other people, and secondly, the orientation of the personality on the assimilation and implementation of social norms, based on respect for the rights and freedoms of other personality and sustainability to socially safe ideas, traditions, beliefs different from their own cultural samples.

Between the components of tolerance various dependencies are formed (structural, causal, and other) that make possible the identification of such meaning-making aspects of the definition of tolerance as: personal qualities, abilities of personality, orientation of the personality, the readiness of the individual (see table 1).

Table 1. Structure-forming components, their essence and meaning-making aspects of the definition of tolerance

Structure-forming components	The essence of components	The meaning-making aspects of definition
subjectivity	the totality of qualities (self-control, calmness, friendliness, desire for agreement, acceptance of the surrounding reality), individual psychological peculiarities (tolerance, support, acceptance, trust, absence of conflict, loyalty) of personality	personal quality (property) that characterizes the attitude to the values, positions, beliefs, behavior of people and expressed in the desire to achieve from them mutual understanding, to gain personally significant meaning of tolerance

		individuals' ability to interact with others and fruitful cooperation, constructive actions in borderline situations and responsibility for their own choices
sociality	the model of socially sustainable behavior, determined by the demands of society through legal and social norms	social norm based on respect for the rights and freedoms of other personality and sustainability to socially safe ideas, traditions, beliefs, different from their own cultural patterns
educability	the process of purposeful influence on the person to form the active-effective state ensuring acceptance as of oneself and so of others, respect for their rights and freedoms, and resistance to socially safe ideas, traditions, beliefs, different from their own cultural patterns	the readiness of the individual to understand, recognize and cooperate with other people the orientation of the personality on the assimilation and implementation of social norm, based on respect for the rights and freedoms of other personality and sustainability to socially safe ideas, traditions, beliefs, different from their own cultural patterns

It should be noted that tolerance is not just a conglomerate of different quality components (subjectivity, sociality, educability), but a complete dynamic system, which is a dialectical unity of qualities, attitudes, values, abilities, active-effective states of the individual and social norms, concentrated in itself the universal ideas of freedom and humanism. The formation of tolerant behavior of students provides stability of development of society and enhances the effectiveness of anti-corruption policy in universities (Zamaletdinov et al., 2016).

Forms of upbringing of students' tolerant behavior

Under the form is understood an external shape, external appearance, the contours of the object, including the content (Il'ichev et al., 1983). Based on the above mentioned, the form of education of students' tolerant behavior can be seen as the external expression of the Dialogic interaction between the entities of management of educational process carried out in the prescribed manner through defined methods and tools (Kamasheva et al., 2016). It is established that in the process of education of tolerant behavior situational-discrete and permanent-long-acting forms can be distinguished.

Situational-discrete forms include real support of students in specific problem situations (educational, vocational, interpersonal, etc.). In the totality of the situation-discrete forms can be included: traditional dialogue interactions of entities of educational process to solve problems, advice and innovative publicity (messages in television or radio news, notes in Newspapers, magazines to attract public attention to the problem), the formation of a positive image of student, fundraising companies (the attraction and accumulation of funds from various sources for the financing of specific projects). It is found that situational-discrete forms: 1) promote the active rethinking by students of the content of individual



consciousness and activity, as well as the formation of values attitude to honor and dignity of the individual, the social norm of mutual understanding and constructive cooperation with other people; 2) provide students with a real protection of their interests, rights and freedoms; specific assistance in the successful self-realization in educational and professional activities; care in problematic situations of interpersonal communication.

Permanent-prolonged forms of education of students' tolerant behavior provide their continuous support throughout the entire process of education at the University. The combination of permanent-prolonged forms may include, first, traditionally organized personally- and professionally significant events, psychological centers, as well as periodic information and printed materials, interactive interactions of entities of educational process on the products of educational-professional activity (Pugacheva et al., 2016a). Second, these innovative forms, such as: the construction of individual educational routes, creating of dedicated websites, targeted projects. It is established that permanent-prolonged forms: 1) provide assistance in students' awareness of values and normative imperatives of life activity and the comprehension of possibilities of tolerant behavior in process of implementing professional and civic activities; 2) contribute to the formation of attitudes on the models of tolerant behavior, determined by legal and social norms; the projecting and implementation of situations of tolerant behavior in educational and professional activities; effective social and professional interaction taking into account ethno-cultural and confessional differences (Yeapaneshnikov et al., 2016).

Experimental verification of the forms of upbringing of students' tolerant behavior

Experimental verification was conducted from 2014 to 2016. Experimental testing was attended by 400 teachers, 500 students of Kazan Federal University. Experimental testing took place in three stages: ascertaining, forming, and control.

The ascertaining stage in the course of the survey of teachers and students revealed their opinion about the education of students' tolerant behavior. According to teachers, the essence of the education of students' tolerant behavior is in the focused impact (83%) and correction of their behavior (99%), through such forms as consultation (85%), response on the incident in group (97%), Supervisory hours (91%). A survey of students showed that they required care in problem situations of interpersonal communication (83%), individual educational routes (82%) and real protection of their interests in educational and professional activities (71%). At this stage, teachers and students suggested criteria of tolerant behavior: cognitive, motivational, activity-based.

On the forming stage the forms of upbringing of students' tolerant behavior were tested. Volunteer center of students of Kazan Federal University was created, whose activities were aimed at promotion and development of volunteerism alma mater. The directions of the center are numerous, today they implement huge number of projects, conduct events of different levels: 1) "Students for children" (thematic cultural-mass, sports and recreational activities, intellectual games, tutoring with the children from orphanages and asylum; the organization of visits to museums and concert programs in the University, a visit to the zoo, organization of screenings); 2) "It is better to be

kind in the world" (fundraising for essentials, toiletries for babies homes, hospitals); 3) "Together we can help" (provision of targeted assistance to disabled people, pensioners). It was found that the activities of the students' Volunteer center contribute to the formation of tolerant behavior of students as conditions for effective socialization (Petrova et al., 2016).

A Student Group of Security was created. It is a voluntary, inter-faculty social organization. The purpose of the group: the realization of activities aimed at prevention and suppression of offences in the youth environment; promotion of healthy lifestyles; civic education, respect for traditions and culture of the peoples of Russia, their historical past; the organization and holding of historical search actions; maintaining of internal order on campus; interaction with the bodies of internal Affairs for the prevention and suppression of offences in the youth environment; participation in the protection of public order at mass youth events; the organization of anti-corruption measures. It is established that the activities of the Student Security Group contributes to the formation of tolerant behavior of student's youth, development of state-public management of universities (Pugacheva et al., 2016b).

The control phase identified dynamics of tolerant behavior among students. Students were asked to rank statements (cognitive criterion), terminal (motivational criterion) and instrumental (activity-based criterion) values. Each statement, value was assigned a rank number by students (the most important – 1, the least important – 10). Dynamics of tolerant behavior among students is shown in table 2.

Table 2. Dynamics of tolerant behavior among students, revealed in ascertaining (ascr) and the control (cont) stages (based on ranking)

Criteria and indicators of tolerant behavior	ascr	contr
1.Cognitive criterion		
1.1.The dispute can have only one correct point of view.	7	5
1.2. Even if I have my own opinion, I'm ready to hear other points of view.	9	2
1.3.I'm ready to accept as a family member a person of any nationality.	8	7
1.4. Mixed marriages have more problems than marriages between people of the same nationality.	2	6
1.5. Refugees need in help no more than all the others local people.	1	8
1.6. Newcomers should have the same rights as the locals.	5	3
1.7. One needs to use the "strongest means" to get rid of criminals and corrupt officials.	3	10
1.8. It's hard for me to imagine that my friend will be the man of another faith.	6	4
1.9. I would like to become a more tolerant person towards others.	10	1
1.10. The person who committed the crime cannot seriously change for the better.	4	9
2.Motivational criterion		
2.1.Law and justice	1	5
2.2.The life, honor and human dignity	8	1
2.3.Segregation	10	10
2.4.Security, legal protection of human rights	7	2
2.5.Individuality, self-determination	4	9
2.6.The peace in the country and in the world	2	3
2.7.Communication in the family, with other people	3	7
2.8.Cooperation and solidarity in solving of common problems	5	8



2.9.Dialogue of cultures and partnership of civilizations	9	4
2.10.Equality of rights, equality of opportunities	6	6
3.The activity-based criterion		
3.1.Self-discipline	6	7
3.2.Support	7	4
3.3.Determination	2	6
3.4.Sanctions	3	10
3.5. Force protection of law and order	1	9
3.6.The rule of law	4	3
3.7.Mutual understanding	8	1
3.8.Responsibility	5	2
3.9.Recognition	9	8
3.10.Psychological stability	10	5

Table 2 shows that the students have undergone qualitative changes. At the control stage in the first "three" they included the statements "I would like to become a more tolerant person towards others", "Even if I have an opinion, I'm ready to hear other points of view", the "Newcomers should have the same rights as local residents"; terminal values of "Life, honor and human dignity, Security, legal protection of human rights", "Peace in the country and in the world"; instrumental values of "Mutual understanding", "Responsibility", "Law and order".

Discussions

To the problem of formation of students' tolerant behavior in universities a series of studies is devoted that can be divided into several groups. In studies of the first group tolerance is regarded as a personal and professional quality, the willingness of the individual to the tolerant interaction. For example, T.V. Tret'yakova (2011), defines tolerance as the personally-professional quality, including such valuable features as acceptance of the rich diversity of forms of self-expression and ways of manifestation of human individuality. A.V. Ladik (2011) considers tolerance as integrative personal quality, expressed in respect, compassion, tolerant attitude to people, their individual personal characteristics; critical understanding of social processes, reflection of which allows you to build a strategy of tolerant interaction and is realized in the unity of tolerant thinking, behavior and communication. A.M. Gur'yanov (2010) believes that tolerance is the ability of the teacher to recognize the existence of the trainees' views different from his own, to take into account their individual characteristics and physical abilities, as well as to tolerate their possible non-standard ones in the classroom for physical education. In the totality of pedagogical conditions of tolerance formation he included: the development of psychological and pedagogical support of the process of formation of tolerance, the removal of emotional tension, a departure from teaching stereotypes in the course of resolution of specific practical situations and a number of others. In the study of N.N. Zherdeva (2011) tolerance is interpreted as integrative characteristics of a specialist, including a lack of propensity for extremism, constructive behavior in situations of professional conflict, the ability to achieve mutual understanding without violence, suppression of human dignity and the use of force in a situation of conflict of interests.

Studies of the second group are devoted to the scientific-pedagogical support of the formation and education of tolerance. For example, O.M. Gajdukova (2010) identifies two ways of development of personality: tolerant (the way of

man, rejected of the domination and violence, who is ready to cooperate based on consent and respect, a man with a friendly attitude to other opinions, beliefs, traditions) and intolerant (the path of men with the current notions of their own exclusiveness, a low level of education and personal culture, rejection of opposite views and customs). D.M. Abdurazakova (2009) notes that, before teaching science there is a complex problem for the development and implementation of a system of forms, means and methods for the formation of tolerance as an ideological quality of personality of the young man. In her opinion, in modern conditions the concept "tolerance" is a complex, multidimensional and ambiguous interpretation of the phenomenon, which may manifest itself in different, sometimes diametrically opposed, forms, and be filled with specific meaning depending on the context: the concept "tolerance" is used to mean "patience", "indifference", depending on the conditions of its manifestation. In the study of Yu.S. Yatsenko (2008), it is emphasized that the purpose of tolerance education of students is to enhance the needs and readiness for constructive and tolerant interaction with people, irrespective of their national, social, cultural and religious identity, beliefs, worldview, way of thinking and behavior. Principles of tolerance education may be: personal attitude for the development of tolerance; individually-personal bio-synergy principle; culture-creativity and dialogue of cultures; personalization, or reliance on the internal activity of students; creating of a tolerant environment in educational institutions; collegiality and unity based on the co-being; educating reflection. In the thesis of O.V. Isayeva (2004) tolerance is interpreted as the quality of the person representing the integrative characteristics of the cognitive (knowledge about tolerance, the characteristics of a tolerant personality), emotional-evaluative (empathy, the ability objectively to assess people), behavioral (entry into dialogic relations, the establishment of cooperation in the process of interaction) components and defining the active moral position in interaction with people (Isayeva, 2004).

In studies of the third group the models of tolerant environment's constructing and a tolerant interaction of entities of education are described. I.G. Pchelintseva (2006) notes that tolerant environment's construction implies deliberate organizational and pedagogical actions of participants of educational process on the formation of stable and sustainable conditions for the upbringing of a tolerant personality, including: awareness as granted and the need of adoption of targets for the development of a tolerant personality in the pedagogical process; formation of knowledge, attitudes and tolerant behavior's experience as stable norm of life activity. E.A. Kalach (2006) emphasizes that tolerance is an important personal and professional humanistic quality of a specialist, contributing to the successful implementation of his professional activities and, therefore, subjected to actualization in the process of his training. In the totality of pedagogical conditions of students' tolerance development she includes the organization of training and professional interaction in the system "student - student" on the basis of mutual understanding and partnership and implementation of entity-entity model of interaction in the system "teacher - student" based on cooperation, goodwill and support (Kalach, 2006; Yevdokimova, 2008).

We believe that tolerance is a complex, multifaceted and multidimensional phenomenon with multiple lines of manifestation and development. Forms for upbringing of tolerant behavior of students are to provide real assistance in

specific situations and continuous support throughout the study at the University.

Conclusion and Recommendations

The significance of the results obtained is that the compiled characteristics of tolerant behavior allows to allocate in its structure the subjectivity characterizing the person's ability to interact with others, constructive actions in the border situations and responsibility for their own choice; sociality, manifested in the models of social and steady behavior; educability, which provides the process of purposeful influence on the person for formation of the active-effective state of acceptance of other people, and himself. The identified forms of upbringing of tolerant behavior contribute to the formation of attitude on the model of tolerant behavior, determined by legal and social norms; effective social and professional interaction taking into account ethno-cultural and confessional differences.

It is established that the effectiveness of students involving in goal-setting, planning, organization and adjustment of the process of formation of tolerant behavior is increased when they have active positive attitude to the task; the effectiveness of the inclusion of students in the set of events encouraging understanding of the meaning of tolerance and directed to the formation of the integrity of personal qualities, attitudes, values and skills of tolerant behavior is increased, in case of their subjective importance.

The results of the study allow us to outline the prospects for further research of the problems that are connected with the identification of methods of formation of tolerant behavior of students. The paper can be useful for managers and university teachers; staff of the centers of advanced training and retraining of personnel in the selection and structuring of contents for qualification improving of the teaching staff of universities.

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