

**FORMING TOLERANCE IN STUDENTS MAJORING IN PEDAGOGY IN MULTICULTURAL
EDUCATIONAL SPACE OF THE HIGHER EDUCATION INSTITUTION***Yekaterina A. Konopatskaya**Kazan Federal University**Indira M. Salpykova**Kazan Federal University**Olga V. Shelestova**Kazan Federal University**Izanlu Hasan**Ferdowsi University of Mashhad*

Abstract. The article is devoted to the search for the solution of the problem of forming tolerance in students majoring in pedagogy. The multicultural and multinational nature of society in the Republic of Tatarstan, the intensification of the process of educational migration made the issues of multicultural education and upbringing of the younger generation timely. The solution of this problem is connected with the level of tolerance formation in teaching staff. Studies conducted at the Kazan Federal University show that at present this level cannot be considered sufficient for effective interaction with students, which affects the quality of education and upbringing. The given problem has determined the research purpose: to reveal potential of pedagogical disciplines in forming tolerance in students majoring in pedagogy. The authors used the following methods of research: analysis of psychological and educational literature on the content characteristics of tolerance and aspects of its formation; the analysis of educational standards and programs of disciplines; systematization; synthesis. On the basis of theoretical analysis of available research and the authors' own experience of working with students, the problem field of research was determined: forming students' tolerance in the multicultural environment of the higher education institution by creating organizational and pedagogical conditions and selecting the means for their implementation. The means of implementing the organizational and pedagogical conditions offered by the authors are the disciplines of the basic and profiling components studied in the process of teaching students majoring in pedagogy. The data can be recommended to university lecturers, as well as to students for self-educational activities..

Keywords: tolerance, the potential of pedagogical disciplines, mechanisms, organizational and pedagogical conditions, technologies.

1. Introduction

The development of tolerance in young people as the basis of national self-awareness of peoples is one of the most urgent problems of our time. Kazan Federal University (KFU) is one of the largest universities in the Volga region of Russia. The University provides training in 21 large groups of specialties and training programs (<http://www.kpfu.ru>).

Higher School of Russian Language and Intercultural Communication of the Leo Tolstoy Institute of Philology and Intercultural Communication (KFU) conducts annual training of students from partner universities of China, semester training of students from partner universities in Europe, the United States and Japan, provides special language training in Russian as a foreign language. In this regard, the university formed a multicultural environment, based on the diversity of nationalities, life positions, religions, ideological principles of students - all participants of the educational process. At the same time, the educational space of the KFU on the one hand makes the problem of forming tolerance timely, and on the other hand, provides the opportunity for its formation as a professionally significant personal quality in students majoring in pedagogy. However, for students coming to study, it is difficult to adapt to the sociocultural conditions that are unfamiliar to them, soak up the great Russian culture, the traditions of the country of the studied language, and the traditions of the ethnoculture of the Republic of Tatarstan [1]. In this connection, the comprehension of the educational situation led to the search for new strategies for its transformation.

At present, the study of the problem of tolerance has acquired a universal character for science as a whole. The methodological basis of the study was:

- system-holistic, competent, culturological, civilizational, person-activity, acmeological approaches;
- domestic and foreign studies devoted to the problems of the phenomenology of tolerance, clarifying the essence and structure of tolerance as an integrative quality of personality (Bardier, 2007; Lectorsky, 1997; Allport, 2003; Solynin, 2009; Conche, 1993; Pertsev, 2005; Wayne, 1997); research devoted to the study and analysis of various concepts of cultural identity, the conditions for its formation (Epstein, 1995; Hermans, 2001; Young Yun Kim, 2007; SPhinney et al., 2001; Fearon, 2003); concept of culture and multicultural education (Djurinsky, 2009; Bogdanova, 2012 and others); strategies for the formation of tolerance (Asmolov, 1986; Bezlyueva, 2003; Lynn, 2003); specific character of the teacher's activity in a multicultural environment (Abdrifikova, Akhmadullina et al., 2014); determination of effective means of forming tolerance (Bainiyazova, Yarmakeev et al., 2017), etc.

2. Methods

As research methods the authors used analysis of psychological and educational literature on the structural and content characteristics of the concept of tolerance and the organizational and technological aspects of its formation; the

analysis of the standards of higher professional education in the training program "Pedagogical Education" and the programs of disciplines of the pedagogical cycle; systematization; synthesis.

3. Results And Discussion

At the first stage of the study, in accordance with the stated research objective, the authors of the article carried out a content analysis of the concept of tolerance.

The concept of "tolerance" was being formed over a long period of time and gradually acquired and accumulated more and more versatile meanings in order to fully correspond to modernity. Judging from the existing definitions, it can be said that tolerance is a manifestation of respect for "another culture", for "another" phenomenon, respect for the individual, for a person, regardless of nationality, religion, and finally, to his values - customs and traditions. That is, to the norms of human consciousness and behavior, which are usually called tolerant or broadminded.

Tolerance is a human virtue: the art of living in a world of different people and ideas, the ability to have rights and freedoms, while not violating the rights and freedoms of others [7]. At the same time, tolerance is not a concession or indulgence, but an active life position based on the recognition of difference [9]. Moreover, scientists have identified various aspects of the concept of tolerance: the philosophical aspect as pluralism of views and opinions; legal aspect of tolerance as recognition and respect for human rights and freedoms; the psychological aspect of tolerance as the absence or weakening of a response to an unfavorable factor; socio-cultural aspect as a norm of basic cultural values, creative use and augmentation for the common good; pedagogical aspect of tolerance as a principle of nonviolence in the regulation of human relations to the surrounding world and other people, creating a space of active interaction between people and communities that differ in their views, behavior and communication.

Analysis of various interpretations of tolerance allowed us to formulate the concept of tolerance of students – future teachers in respect of our research: the student's tolerance is the diversity of personal expressions of respect, the acceptance and correct understanding of the culture diversity of the peoples inhabiting the Republic of Tatarstan, the value, as well as the reflection of benevolence and empathy manifested in active communication, behavior, resolution of conflict and problem situations.

The next stage of our work was the consideration of structural mechanisms, organizational-pedagogical conditions and educational technologies for the forming of tolerance.

The analysis of scientists' views on the structure of tolerance allowed to substantiate the structure of tolerance, which includes:

emotional-value component - an understanding of the objectively existing diversity and the value of conflict-free coexistence in it; understanding the state of another person, expressed in empathy and emotional acceptance of another;

cognitive component - knowledge of differences between people, laws and norms of peaceful coexistence; mastering the ways of productive interaction and co-operation;

behavioral-activity component - realization of the experience of tolerant communication and interaction on the basis of the ability to reason their position, coordinate different positions, come to a compromise, enter into a dialogue;

reflexively evaluative - expansion of one's own experience on the basis of analysis and comprehension of one's tolerant behavior while communicating and interacting with the experience of other cultures' tolerant interaction.

We have identified a set of organizational and pedagogical conditions for the forming of tolerance in students majoring in pedagogy in the multicultural environment of the university:

unity of educational and extracurricular activities of students;
information and psychological education and training of students;
personality-oriented interaction "student-teacher";

purposeful inclusion of elements of national culture in the content of education is the basis for the assimilation of axiological and normative forms of intercultural interaction.

The organizational and pedagogical conditions make it possible to form a fixation on tolerance, expand the range of cultural and educational contacts of the participants in the educational process, and give the educational process systematicity and integrity [20, 21].

The analysis of different researchers' positions on the questions of the essence, structural and functional composition, mechanisms and organizational conditions allowed us to adequately determine the potential of the disciplines of the pedagogical cycle for forming tolerance in students – future teachers. The requirements of the new standards of higher education 3 ++ were taken as the basis (Federal educational standard of higher education in the field of training 44.03.05 Pedagogical education (Bachelor's), 2018) and Master's (Federal educational standard of higher education in the field of training 44.04.01 Pedagogical education) [22,23].

Table 1 reveals the content potential of the pedagogical disciplines, included (by Kazan Federal University) in the basic and variable part of the curriculum in 2018 in the field of training 44.03.05 Pedagogical education (with two profiles of training), Bachelor's. These modules, in our opinion, are the most capable to realize the task of forming tolerance in students – future teachers.

Table 1. Potential of pedagogical disciplines for forming tolerance in students – future teachers

Pedagogical disciplines	Themes of theoretical studies	Methods and Means of Forming Tolerance
Ethnopedagogy	Subject, methods, means of folk pedagogy. Problems of modern ethnopedagogy. Familiarization with the basic information on history, culture, national traditions of Russia and the Republic of Tatarstan, the peoples of the Volga region. Acquaintance with folk art and folk culture. Awareness of the close relationship of culture and history of the big and small Motherland, understanding the historical roots of modern culture. Understanding the place of one's family and the individual in the history and culture of the peoples of the Volga region.	Projects: "I and my family: family traditions and traditions of the people"; "The history and culture of my family is part of the history and culture of the people of the big and small Motherland." Game: "The oral folk arts of the peoples of the Volga region." Theatrical reconstruction: "Reviving pages" (the history of the appearance of holidays, traditions and rituals of Russia). Reflection: questionnaire "Ethnic identity" (Jean S. Phinney)
Theory and methods of education. Modern technologies of education	Principles and basic means of forming tolerance and culture of international and interethnic communication. Ways of taking into account and realizing national and regional traditions in the process of upbringing.	Pedagogical workshop: "The organization of the process of upbringing, taking into account the national factor." Talk "Tolerance in the Modern World", "History of Tolerance", "Faces of Tolerance". "Tolerance in literature" (L.N. Tolstoy "Caucasian stories", E. Evtushenko "Babi Yar", A. Pristavkin "The golden cloud slept", L. Ulitskaya "Medea and her children", etc.). Photo-exhibition of student works ("The Modern World in Its Diversity", "My Small Homeland", "My Student Group", etc.) Discussion: "National and regional traditions in the process of education". Project: collective creative task "Traditions and culture of my people"; Essay on the theme of tolerance. Reflection: "Methodology for assessing the positivity and uncertainty of ethnic identity" (A.N. Tatarko, N.M. Lebedeva)

General principles of pedagogy	The essence of the concepts "environment", "tolerance", "national values", "the culture of international and interethnic communication", "the principle of national character in upbringing," "civil-patriotic upbringing," "international upbringing," "multicultural education," "culturally appropriate environment," "dialogue of cultures."	Video film "Tolerance, or Life with dissimilar people" (host A. Asmolov). Game: "Intercultural tolerance, ways of conflict-free behavior." Discussion: "Communicative tolerance as a condition for effective interethnic communication." Glossary of tolerance. Reflection: questionnaire "Communicative Tolerance" (V.V. Boyko). Questionnaire for the diagnosis of the ability to empathy A. Mehrabian, N. Epstein) Express questionnaire "Index of Tolerance" (G.U. Soldatova)
The history of education and pedagogical thought	Historical and cultural and educational traditions of different peoples. Pedagogical concepts of multicultural education, personality in the history of pedagogy. The idea of people's education in the writings of great educators (K.D. Ushinsky, L.N. Tolstoy, etc.) Tatar educators, enlighteners, who contributed to the development of education of the native land. G.Barudi, Sh. Marjani, K.Nasyri, G.Tukay, G.Utyz-Imyani, H.Faezkanov.	Excursions: "Traditions and modernity"; "The diversity of cultures of the world." Project: "History of the origin and development of educational institutions of my land". Discussion: "Multicultural education: history and modernity". "The experience of people's schools in the process of forming tolerance." Pedagogical maxims of great educators.

4. Summary

Summing up, we can conclude that forming tolerance in students majoring in pedagogy should be carried out already at the stage of their professional education. This process is not an easy task, because the very notion of tolerance is quite complex and multidimensional. Ambiguous interpretation of the component composition of a given personal quality is also a problem. In general, we can conclude that the pedagogical disciplines of the new standards of higher education 3 ++ have a content potential in forming tolerance of students - future teachers.

5. Conclusions

In general, the data obtained in the present study can be recommended for use in the activities of institutions of all levels of education, in courses for further training of teachers in the process of preparation and retraining for the organization of the process of forming tolerance in students, used by teachers, curators, tutors in organizing an integrative system of teaching and educational work with students in the multicultural educational environment of the modern university.

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