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The teacher's tolerance in the intercultural environment of university

Streszczenie: Artykuł prezentuje problem tolerancji nauczycieli akademickich jako normy cywilizacyjnej, regulatora relacji między wszystkimi podmiotami procesu edukacyjnego, co pozwala zachować różnorodność złożonego systemu, jakim jest środowisko międzykulturowe uczelni. Przedstawiono w nim wyniki badań diagnostycznych dotyczących tworzenia różnych elementów kompetencji społeczno-kulturowych nauczycieli i studentów. Ponadto zwrócono uwagę na tzw. algorytm rozwoju tolerancji nauczyciela akademickiego w warunkach nowoczesnego uniwersytetu jako osobowo-ideologicznej podstawy jego działalności i elementu kultury organizacyjnej.

Słowa kluczowe: tolerancja, tolerancja pedagogiczna, umiejętności miękkie, etyka, wartości ludzkie, środowisko zróżnicowane kulturowo

The pace of globalization of the modern world, the processes of population migration, the diversity of cultures and religious affiliation of people today are irreversible and require constant study, comprehension, finding new social and psychological and pedagogical influences on the person. A special mission in the realization of these tasks belongs to the teacher. We focus on the activities of a teacher of higher education, because it is he/she who works with young people who has made a professional choice, shapes its values, ideological orientations, lays down the competence basis for future life and activities.

In this context mainly flexible skills (soft skills) as a complex of productive personality traits (communicative, flexible and adaptive, personal qualities, etc.) characterize and determine human behaviour in the production environment. Among these skills the tolerance can be called meta-characterization of a person that directly or indirectly affects the manifestation of other skills: flexibility, positive attitude, interpersonal manifestations, emotional intelligence, kindness etc.¹ Therefore, tolerance matters in a personal and professional way.

¹ Soft skills: 7 important skills for any profession // Electronic source: <https://thepoint.rabota.ua/soft-skills-7-vazhnyh-navykov-dlya-lyuboy-professyy/> (4.06.2019).

Tolerance is a historical phenomenon, one of the important factors in the development of mankind. Over time, he acquired the status of values and norms. Through the efforts of UNESCO in the last decade the concept of “tolerance” has become one of the fundamental ideological categories. The Declaration of Principles of Tolerance, endorsed by resolution 5.61 of the General Conference of UNESCO of 16 November 1995, explains the nature of tolerance, its peculiarities and significance. Article 1 of the Declaration states that tolerance is the respect, perception and understanding of the rich diversity of cultures of our world, the forms of self-expression and self-expression of a person².

Tolerance functions as a norm of culture, a civilization norm that implements one of its main functions – supporting the diversity of complex systems. Tolerance is unity in diversity. Due to tolerance it is ensured the right of everyone to be different, unlike.

Researchers highlight several levels of tolerance:

- civilization (tolerance to different cultures and civilizations);
- international (cooperation, peaceful coexistence of states/countries);
- ethnic (tolerance to another way of life, other customs, traditions, thoughts, ideas, etc.);
- social (the form of partnership between different social groups of society);
- individual (tolerance to another person)³.

Among the above, it is necessary to determine what is most relevant to the teacher of higher education. In our opinion, it is such levels: civilization, ethnic, social and individual. It is the formation of tolerance at these levels allows a high school teacher to effectively build their relationships and interaction with all subject of the educational process. However, in order for the teacher to achieve an atmosphere of tolerance at other levels, it must be formed at individual level.

Being an element of organizational culture and social characteristics of the individual the teacher's tolerance is formed today in the era of fleeting global processes of social development as well as the aggressive nature of the

² Declaration of Principles of Tolerance. Approved by resolution of the UNESCO General Conference on November 16, 1995 // Electronic source: <https://www.religion.in.ua/9292-deklaraciya-principiv-tolerantnosti-zatverdzhena-rezolyuciyeu-general-noyi-konferenciyi-yunesko-16-listopada-1995-roku.html> (4.06.2019).

³ Tolerance in the youth environment // Electronic resource: <http://society.4uth.gov.ua/tolerantnist/tolerantnist-u-molodiznomu-seredovisi> (4.06.2019).

actions taking place at the international and local levels. Often, the declared humanization of social processes remains incompatible with the processes of imposing aggressive behaviour patterns on a person, the dominance of power and money, which determine its status and permissiveness of behaviour. Polish researchers are also pay attention to social changes (Gajdzica, 2006, pp. 51–53).

There are also many social, political, religious, and ethnic problems that complicate the teacher relations system with various subjects of the educational process, make it possible to manifest intolerance to a person of another faith, views, and the likes. It is against this background that often conflicts arise. Therefore, in the practice of the teacher sometimes there are manifestations of behaviour that contradict his tolerance: ambition, bias, irritability, hypersensitivity, emotional instability, discrimination, aggression, ridicule. These negative influences also come from both teachers and students. In view of the above, it is first and foremost to track some of the trends that are taking place among teachers and students.

Interesting diagnostic results were obtained by researchers from international teams that carried out in 2018 a joint scientific project “Competences of High School Teachers on the Day of Change”⁴ with the assistance of the Visegrad Fund and the Ministry of Foreign Affairs of the Kingdom of the Netherlands. The results obtained can be considered valid, as the lecturers and students from 4 countries took part in the project: the University of Silesia in Katowice (Republic of Poland), the University of Ostrava (Czech Republic), the Mateja Biel University in Banská Bystrica (Slovakia), Borys Grinchenko Kyiv University (Ukraine). A total of 993 respondents were interviewed: 328 teachers and 665 students.

Among the totality of teacher's competences, which researchers have identified, a special place is devoted to socio-cultural competence. Its semantic content, through nature in the professional activity of the teacher, is due to the fact that the teacher is constantly in situations of cultural choice, dialogue of cultures, knowledge, evaluation and use of certain models of behaviour, ethical self-determination. Therefore, this competence consisted of 4 important aspects of the teacher's activity: adherence to the rules of professional ethics with all subjects of the educational process; the perception of the young generation as a generation that has its own values and needs; ability to restrain emotions

⁴ Project “Competences of High School Teachers on the Day of Change” // Electronic source: <http://histecc.kubg.edu.ua/> (4.06.2019).

and overcome a bad mood; to educate the students on a tolerant attitude towards the unevenness of people among themselves in an intercultural space. Quantitative results of such a survey are presented in Figure 1.

Figure 1. Dynamics of the formation of various components of socio-cultural competence of teachers

Let's characterize each of these components.

To the ethical dimensions of pedagogical activity, first of all, belong the deontological basis of the profession (the science of due and obligatory in the professional behaviour of the teacher), as subjective benchmarks of the teacher's behaviour. They are formed on the set of normative requirements for the pedagogical profession, the recognition of the regulatory force of pedagogical ethics, the performance of professional duty. The basis of these standards is human values and norms. All norms of pedagogical ethics in their essence, by themselves, are not the guiding tool of the teacher's activity, their realization requires from him/her mental energy, creative forces, pedagogical tricks, which allow to apply one or another norm in a particular situation.

Speaking as a regulator of moral behaviour of a teacher of higher education, pedagogical ethical requirements are imperative and clearly define *the proper, admissible and compulsory* in pedagogical profession. Following these positions, teachers from all countries have shown a fairly high level of ethi-

cal compliance. However, in our opinion, this is a rather subjective indicator. After all, the manifestation of ethics is always objective.

The second component of socio-cultural competence of the teacher: the perception of the young generation as a generation, which has its own values and needs in quantitative measure has some differences. The indicator of the Polish sample is slightly underestimated. The formation of these qualities in a modern teacher influences his/her tolerant behaviour, personal and professional settings on:

- student as a self-value, understanding of his/her personality, willingness to empathy, recognition of the significance of his/her inner world;
- pedagogical activity as a means of student development, creation of an emotionally favourable educational background, flexibility and expediency of methods of influence, etc.

The activity of the teacher of higher education has a poly functional character determined by different models of behaviour, ways to overcome conflict situations, finding ways to build an individual educational trajectory for each student, and others. The success of the choice of a teacher's position as a teacher in different situations depends on the formation of the ability to hold back emotions and overcome the bad mood. Teachers of the Ukrainian university showed a higher rate, while the rest of the participants in the diagnosis from Poland, the Czech Republic and Slovakia indicated a low ability to restrain their own emotions (about 40%). It should be noted that it is the emotional sphere of the teacher who influences the formation and development of spiritual needs, cognitive interests of students. In due time L.S. Vygotskyi noted: "Emotional reactions have a significant effect on all forms of our behaviour and the moments of the educational process ... If you want to call the student the forms of behaviour you need, so that these reactions left the emotional trace of the student it is emotional reactions should form the basis of educational process" (Vygotsky, 1991, pp. 140–141).

The next component of the teacher's socio-cultural competence is his/her understanding of the need to educate students on a tolerant attitude towards the unevenness of people among themselves in an intercultural space. Teachers of all universities have confirmed their ability (more than 50%) to carry out this educational process. Important in this context is the bias among students in intercultural educational space such as bullying, laughing, ignoring individuals who define their ethnic, religious, linguistic identity.

The basis of the education of students of tolerant attitude to the unevenness of people among themselves in the intercultural space is humanism,

which involves the development of their personal moral qualities and concepts that would be based on a positive orientation towards a person. Therefore, there are important directions of this process:

- positive and friendly attitude towards the surrounding world;
- skills of interaction with other people, perception of otherness;
- dialogue, dialog communication, etc.

Some corrective diagnostic measurements concerning the objectivity of the assessment by teachers of the development of socio-cultural competence were questioned of students. Responding to the same questions as teachers, the students determined their expectations, as if the model of the teacher. The results of the student survey are presented in Figure 2.

Comparison of the results of two samples makes it possible to identify teachers' subjectivity in the self-assessment of various components of socio-cultural competence, as well as the real request of students regarding specific aspects in the activities of teachers. Thus, the analysis of students' answers to the questions about the importance of compliance with the rules of professional ethics by teachers with all subjects of the educational process proved that teachers from Ukraine found subjectivity in the assessment of 84%, and for students is 64.1%; while the request from students from Poland, the Czech Republic and Slovakia proved to be much higher than that of the teachers regarding their compliance with the norms of professional ethics in the educational process.

Figure 2. Formation of different components of socio-cultural competence of teachers by the eyes of students

Regarding the perception of the teachers of the younger generation as a generation that has its own values and needs, students did not find a higher request for teachers, which is evidence of a certain balance of the real state and expectations of students.

Teachers' ability to curb emotions and overcome bad mood is important for students from all countries, so they found a greater need for teachers, which confirms the need for the development of emotional intelligence and restraint of teachers.

Most students consider it necessary to educate teachers of a tolerant attitude towards the unevenness of people among themselves in an intercultural space. Only 46.7% of the students in the Czech Republic have shown a smaller request (teachers – 54.8%).

Also interesting is the discovery of the essence of understanding by students of the concept of “pedagogical tolerance.” Among the statements is that the teacher's tolerance is “respect for the student's personality,” “balance,” “flexibility,” “the ability to recognize his/her own mistakes,” “restraint in assessments,” “democracy,” and so on. Thus, the moral, ethical and communicative orientation of the teacher's tolerance characteristics, stated by the students, is determined.

Thus, the study of the dynamics of the formation of various components of socio-cultural competence of teachers enables the development of a program for their development, the search for effective forms and methods for implementing this process. Such work should be organized in the internal system of universities in order to improve the skills of teachers.

It should be noted that tolerance has a complex structure, therefore, for its development and improvement attention should be paid to its structural components: cognitive, perceptual-affective, behavioural, reflexive. The indicated in one or another extent reflects the results of the above diagnosis. These components are interconnected and require systemic, integrated development.

Tolerance is the unity in diversity, which manifests itself in various spheres of society's life: cultural, ethnic, religious, political, gender, etc., the integrative quality of the individual, which “reflects an active moral position and readiness for constructive interaction with people and groups, regardless of their views, world outlook, style of thinking” (Molchanova, 2013, p. 188). In this context, pedagogical tolerance as a special type of tolerance is extremely important, the content of which is conditioned by the specifics of professional and pedagogical activity.

The analysis of pedagogical literature has shown that pedagogical tolerance is closely related to the professionally important qualities and compe-

tences of the teacher: the meaning of personal and professional life; ethical and deontological grounds; psychological stability; ability to reflect; internal control locus; creativity; empathy, etc. The peculiarity of these professional traits of a teacher is their interrelation and the nature of this relationship.

Academician O. Ya. Savchenko (2014), believes tolerance as a sign of mastery of the teacher, his/her pedagogical culture, his/her position as a person. According to the scholar: "Tolerance of a teacher is, above all, his/her life position. He/she must realize that tolerance is a social and individual value not only of education but also of society as a whole. Then the tolerant position of the teacher will be manifested in everyday actions, words that create the educational space in which he/she works with the child" (p. 6).

The formation of tolerance is facilitated by knowledge, openness, communication and freedom of thought, conscience and belief. At the same time, tolerance is a personal property and is part of the humanistic orientation of the individual. The basis of such important qualities is personal respect, positive attitude towards it, understanding of diversity, and so on. Also, it is an active position that is formed on the basis of the recognition of universal human rights and fundamental freedoms.

To provide the teacher targeted psychological and pedagogical, methodological assistance should be timely identify problems in professional behaviour, to diagnose various aspects of his pedagogical tolerance. The most expedient in this context is the Quettel quiz factor personality questionnaire.

The results obtained require a correlation with such criteria for the development of pedagogical tolerance:

- overcoming egocentrism;
- ability to control yourself;
- to show sympathy;
- to recognize the other;
- to show criticism in choosing behaviour patterns;
- reflexion and evaluation of own actions, etc.

The teacher's tolerance as a person-world-view basis of his activity, an element of organizational culture can be adjusted and developed in the conditions of a modern university. This process at Borys Grinchenko Kyiv University takes place under such an algorithm:

- definition of values and principles of corporate culture of the university;
- creating an atmosphere of social equilibrium in the educational space of the university, prevention of extremism;

- establishing in an educational institution the relations of mutual understanding and mutual diligence between the administration, teachers and students;
- updating the norms of professional ethics and teachers' observance of them;
- variability of forms, methods and technologies of development of pedagogical tolerance;
- use of interactive methods of interaction between teachers and students;
- development of pedagogical reflection.

The University has created training and scientific Centre for Personnel Development and Leadership, which deals with various problems of professional development of educational workers, provides timely psychological support, which needs it, acts as a mediator in conflict situations, and so on.

Thus, teacher's tolerance is a necessary social and personal quality, the development of which is conditioned by the content and nature of the teacher's activities, the conditions of globalization integration processes that take place in all spheres of society's life, as well as the value and social norm of civil society.

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Abstract: The article deals with the problem of the pedagogical tolerance of university teachers as a civilization norm, the regulator of relations between all subjects of the educational process, which allows maintaining the diversity of a complex system, which is the intercultural space of the university. The results of the diagnostics of the formation of various components of socio-cultural competence of teachers and students are presented. The analysis and correlation links of the obtained results are presented. The algorithm of teacher's tolerance development in the conditions of a modern university as a personality-ideological basis of his/her activity, an element of organizational culture is presented.

Keywords: tolerance, pedagogical tolerance, soft skills, ethics, human values, intercultural environment of university

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