FORMATION OF COMMUNICATIVE TOLERANCE OF PRE-SERVICE TEACHERS IN CONDITIONS OF COOPERATIVE LEARNING (ON THE MATERIAL OF "PEDAGOGY" DISCIPLINE)

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Abstract

The article is devoted to the significant problem of modern professional pedagogical education - the formation of communicative tolerance of pre-service teachers. In this work the essence of communicative tolerance is analyzed, and its types, structural components and indicators of formation are presented. Based on the analysis of the content of the federal educational standard in the field of "Pedagogical Education" (Bachelor's degree), the most significant professional competencies and their opportunities for the formation of communicative tolerance were revealed. The authors propose the use of technology of cooperative learning in the educational process of the University as one of the effective means of developing the personality of pre-service teachers. The survey presents the results of ascertaining, forming and control stages of the experiment. The description of the methodology and results of its implementation for the study of communicative tolerance of students of Kazan Federal University are revealed. The authors of the article developed and realized in the process of pedagogical experiment, the strategy of designing training sessions based on the technology of cooperative learning. The article also reveals the potential of pedagogical disciplines for the application of technology of cooperative learning, gives the examples of the using of training structures this technology in the pedagogy classes. The results of the study of the authors of the article prove the efficiency of formation of communicative tolerance of students by means of technology of cooperative learning in the study of pedagogical disciplines.

Keywords: communicative tolerance, technology of cooperative learning, cooperative learning structures, specific subjects of the "Pedagogy" discipline, pre-service teachers.

1 NTRODUCTION

In modern conditions of development of society communicative - tolerance is one of the most important professional qualities of a teacher. This trait of the personality of the teacher determines the nature of interpersonal relationships and productive pedagogical interaction with students, their parents, colleagues, and chiefs and at the same time is one of the indicators of the level of professional competence.

The relevance of the study is determined by the specifics of the current situation in the Republic of Tatarstan (Russia), which is characterized by the intensification of migration processes and the aggravation of problems of coexistence of representatives of various ethnic groups. These are: the difficulties of inclusion in a different cultural environment, the language barrier, a weak understanding of the basic values of culture

and the norms of interpersonal communication. In school among children these problems are aggravated by the low level of communicative tolerance of teachers: inability to build relationships with students on the basis of dialogue, tolerance, unreadiness to enter into communication with children of different ethnic groups from the standpoint of equality of cultures, etc.

Thus, one of the main purposes of training of pre-service teachers in the higher school education stage is the formation of communicative tolerance. In our opinion the educational technologies that stimulate cooperative activity, positive interpersonal interaction and constructive cooperation of students are the most effective for its development. The authors believe that the cooperative learning technology has a significant potential for solving this problem. This statement has determined the choice of the object of the research - the process of formation of communicative tolerance of pre-service teachers at the stage of study in the university. As a tool for its formation the potential of pedagogical disciplines is proposed.

2   METHODOLOGY

The purpose of this work is to prove experimentally the effectiveness of forming communicative tolerance of students in the conditions of applying the technology of cooperative learning on the content of the disciplines of the module "Pedagogy".

The methodological basis of the research was the theory of the activity approach in education (Leont'ev, 1975), (Rubinshteyn, 2000); the concept of the formation of communicative tolerance (Boyko, 1996), (Grishuk, 2005); the theory of cooperative learning (Kagan, 2013), (David W.Johnson, Roger T.Johnson, Karl A.Smith, 1998, pp.27-35.), (Panitz, 1996). The main methods were: the analysis of scientific and theoretical sources on the research problem, the content analysis of methodical literature, the method of pedagogical experiment, testing, quantitative and qualitative analysis.

We give some theoretical principles which, in our opinion, have the key significance for the process of formation of communicative tolerance in the conditions of using of technology of cooperative learning.

The analysis of the term "communicative tolerance" given by different authors has allowed the following essential characteristics: 1) this quality is defined as a psychosocial property of personality, appeared in its interaction with surrounding people. Its indicators are: conflict-free communicative behavior and acceptance of various qualities and deeds of other people for achieving positive goals (Rusakova, 2013); 2) it reflects the characteristics of culture, education and upbringing of personality, valuable orientations, needs, interests, attitudes, character, temperament, peculiarities of thinking, stereotypes of behavior; 3) is one of the demonstration of communicative competence; 4) influences on all spheres of life of person.

There are the following components and corresponding indicators (criteria) of their formation in the structure of communicative tolerance (Tab. 1) (Rusakova, 2013), (Chebykina, 2012).

Table 1. Components and indicators of communicative tolerance

Components of communicative tolerance	Indicators (criteria) of communicative tolerance
The motivational value component (basic philosophical ideals of a particular person, his attitude to communication)	humanistic values and attitudes; awareness of communicative tolerance as values; motivation of tolerant behaviour; the choice of cooperation as a strategy for interaction
The cognitive component (type of mental activity, the principals of understanding reality, the stereotypes about problems, ideas, decision-making)	logical thinking; abstract thinking; knowledge about the phenomenon of tolerance; knowledge about how tolerant response; empathy, support; capacity for reflection; the specifics of speech and language
The affective component (human feelings to objects, the process is tolerant of interaction with them)	assessment, perception, emotional stability, self-control, patience, self-control; empathy, responsiveness, constructive response to challenging questions and conflict situations
The behavioral component (predisposition to a type of social behavior)	social behavior, based on understanding, cooperation, and communication skills; ability to establish positive relationships; striving for joint constructive work; the ability to the tolerant statement

V. V. Boiko identifies the following types of communicative tolerance: situational communicative tolerance: it appears in the relations of this individual to particular person; typological communicative tolerance: it appears in relation to a particular type of person or a certain group of people; professional communicative tolerance: it appears in the process of implementation of professional activity; the general communicative tolerance: the trend is towards people in General, due to the qualities of character, moral principles, mental health; effect on other types of communicative tolerance (Boyko,1996).

In conditions of the teaching profession communicative tolerance involves such personality characteristics as emotional stability, empathy, kindness, self-esteem, tolerance of participants of educational process regardless of their status, nature and culture; a willingness to cooperate, dialogue. The development of these qualities, in our point view, is better at the stage of professional training of pre-service teachers.

The results of using of interactions in the pedagogical process depend on many factors: individual, age and gender characteristics of teachers and students, teacher ownership of the technology tolerant communication, the emotional state of the participants of pedagogical process, temporality etc (Lazareva, 2009). Interactive technology training, various forms of joint educational activities lectures, round tables can be considered as a possible means of formation of communicative tolerance.

In our opinion, significant potential for the development of communicative tolerance has the technology of cooperative learning. It idea is that students come together in groups to jointly solve problem, create some product. According to the strategy of "Cooperative learning" learning occurs in the team (group), the efficiency of which increases with respect of four didactic principles – PIES, where P (Positive Interdependence) proposes a positive interaction between the team members, I (Individual Accountability) – awareness of individual responsibility, E (Equal Participation) – equal participation S (Simultaneous Interaction) – simultaneous interaction. In addition, the distinctive features of this technology are: teamwork (appropriate collaborative skills); teamwork (group processing); the heterogeneity of the group (heterogeneous groups).

A positive result of application of this technology is largely due to the level of development of communicative abilities of the participants in the educational process. The situation of cooperative work creates the conditions stimulating to acquisition of skills of tolerant interaction. So, team work contributes to: the development of abilities to control and regulate their emotional state; acquire skills for effective speech communication; formation of positive attitude to tolerant relationships; the development of empathic abilities; the skills of reflection and self-esteem. In the process of group interaction, students learn to understand and take into account the uniqueness and at the same time the equality of the partners; different points of view, originality of the proposed ideas. The manifestation of mutual benevolence, empathy, mutual trust, and tolerant attitude towards partners are conditions of the productive way of solving the problem for members of the group.

3. MATERIALS AND METHODS

According to the purpose of our research we studied formation of communicative tolerance of pre-school teachers in conditions of cooperative learning. 115 1st year students of Kazan Federal University doing BA degree in Pedagogy took part in our study. The technology of cooperative learning was implemented by the Singapore model, which is widely used in educational practice of the Republic of Tatarstan (Russia) since 2014. This model synthesizes cooperative learning, problem-based learning and the technology of critical thinking development.

The experiment consisted of 3 stages. At the ascertaining stage pre-service teachers was examined. For this purpose, the method of "Communicative tolerance" by V. V. Boyko (Fetiskin, 2002) that detects tolerant and intolerant installation of personality, appeared in the process of communication was implemented. The items of the questionnaire are grouped into 9 scales that aim to identify the most characteristic aspects and tendencies of manifestation of communicative tolerance and intolerance. We have calculated scores individually for each student on all scales, and then they are summarized and determined the overall indicator of the General communicative tolerance. According to the overall indicator a conclusion about the level of General communicative tolerance of the Respondent (low, average, and high) was made. Then we counted the number of students in percentage from total number of study participants who are on low, average and high levels of General communicative tolerance.

At the formatting stage of the experiment, we developed a strategy of designing training sessions based on the technology of cooperative learning with the aim of developing communicative tolerance. The strategy includes following steps:

1. The analysis of competences in accordance with Federal educational standard 3+ in the field of "Pedagogical Education" (Bachelor's degree) (Federal educational standard of higher education in the field of training 44.03.01 Pedagogical education (Bachelor's), 2015) to determine their potential for formation of communicative tolerance. Table 2 shows the most important competences for the formation of communicative tolerance and their potential for this process.

Table.2. The competences FSES HE and their content potential for the formation of communicative tolerance

Competences in accordance with federal educational standard in the field of "Pedagogical Education" (Bachelor's degree)	Communicative-tolerant component is formed in the process of competencies development
ability to work in a team, tolerant perceiving social, ethnic, confessional and cultural differences (GC-5)	To know the basics of professional communication. To be able to formulate and logically argue one's own position in the process of interpersonal communication. To be skilled in constructive criticism and self-criticism; skills perception of cultural differences.
ability to carry out training, education and development taking into account social, developmental, psychophysical and individual features, including the special educational needs of students (GPC-2)	To know the peculiarities of the age development of the person from the point of view of the communicative component. To be able to establish pedagogically reasonable, tolerant interactions with students of different social, age groups; take into account individual characteristics of their personality in the communication process. To be skilled in pedagogical communication with children with special educational needs
basic knowledge of professional ethics and speech cultur (GPC-6)	To know the basics of ethics and speech culture. To be able to establish effective communication with the audience. To be skilled in effective verbal communication, techniques of teaching listening.
willingness to interact with the participants in the educational process (PC-6)	To know the features of pedagogical communication. To be able to implement educationally justifiable interaction between participants of educational process; effectively resolve conflicts. To be skilled in establishing contacts and supporting cooperation with the persons of the educational process on the basis of communicative tolerant component
ability to organize cooperation, activity and initiative, independence, creativity (PC-7)	To know the methods of organization cooperation and interaction of participants of educational process, the main methods of team building on the basis of communicative tolerance. To be able to find rational ways of resolving conflict situations; to consider age features of communication. To be skilled in technology cooperation, stimulating the activity and initiative on the basis of communicative-tolerant component.

2. The analysis of programs of individual disciplines of the module "Pedagogy" and identify the opportunities of study content for the formation of these competencies.

3. The definition of themes of classes and goals with a focus on the content potential of course, the identity of competences and indicators (criteria) of their formation.

4. The content selection of educational material for individual classes from the point of view of its:

a) relevance;

b) problem;

c) compliance with the personal experience of students.

5.Further designed: the formulation of problems by the teacher, the students to detect inconsistencies, the establishment of a teacher problem situations, specific questions and tasks for the communicative interaction of students.

6. The choice of structures of cooperative learning, which correspond to the selected problematic content and most effective for the communication in conditions of group interaction.

7. The distribution of structures-specific classes with the logic of solving problems and the necessary time for this.

Based on our strategy courses on "General fundamentals of pedagogy" and "History of pedagogy and education" were designed and held. Classes were held with student-participants during the two terms. The limit of this article allows us to provide examples from just two classes.
Table 3, 4 shows examples of the themes of classes, problems addressed in their study, structures of cooperative technology and form with their help, communicative and tolerant components of the competencies.

Table 3. Examples of using structures of cooperative learning technology in the classes for course "History of pedagogy and education"

The course "History of pedagogy and education".	
Theme of lesson: the Nature of education as a pedagogical category. The history of the development of education systems	
1. The problem question: "All historically the education system from the point of human values view is divided into two types: a) wide cultural and historical orientation (the content of education involves the collection of information that will not be necessary in practical activities) and b) the pragmatic-utilitarian orientation (the content of education is limited by minimum information that will actually be engaged in professional activities). What is the direction of pedagogical education, in your opinion, should dominate at the present time?"	
Structure of cooperative learning technology	Placemat consensus
Communicative-tolerant components of the competences, formed by this structure	To know the methods of cooperation and interaction of participants of educational process, the main methods of team building on the basis of communicative tolerance.
2. The problem task: Present from your group the suggestions on reforming the system of higher pedagogical education in accordance with the selected orientation	
Structure of cooperative learning technology	RAFT
Communicative-tolerant components of the competences, formed by this structure	To know the technology of cooperation, stimulating of activity and initiative on the basis of communicative-tolerant component.

Table 4. Examples of using structures of cooperative learning technology in the classes for course "General fundamentals of pedagogy"

The course "General fundamentals of pedagogy". Theme of lesson: Teaching activity. Teaching profession	
1. The problem task: think of 4 types of analogies (direct, symbolic, fantastic and personal) for the concept "teaching activity". Share your results and ask group members to explain Your analogy, continuing the sentence: "teaching activity like ..., because ..." (A … is… like a …because…..)	
Structure of cooperative learning technology	Four-box synectics review
Communicative-tolerant components of the competences, formed by this structure	To know the basics of ethics and speech culture. To be able to establish effective communication with the audience. To be skilled in effective verbal communication, techniques of teaching listening.
2. The problem question: "During the Soviet Union there was a rule: if the graduate was not working in the profession, his diploma recognized as invalid. For some professions, in your opinion, is this fair? Is it fair to the teaching profession?"	
Structure of cooperative learning technology	Tug-Of-War
Communicative-tolerant components of the competences, formed by this structure	To be able to formulate and logically argue one's own position in the process of interpersonal communication. To be skilled in constructive criticism and self-criticism.

The third stage of the experiment was to re-diagnosis of students on the methodology of "communicative tolerance" by V. V. Boyko to determine the level of their General communicative tolerance.

4. RESULTS

The results of summative stage of the experiment showed that 52.2% of students had low level of General communicative tolerance, 40% – average and 7.8% high. The lowest indicators of tolerance were identified on the scale that determines the adoption and the failure of others, categorical assessments of other people, the ability to hide or smooth unpleasant experience when confronted with uncommunicative people. These qualities impede communication, contribute to the manifestation of understanding, sympathy, support, interfere with the perception of cultural differences and individual characteristics of personality in the communication process. The quantity of students with low level of General communicative tolerance of the control stage of the experiment became less and 21.7 %. The quantity of students at the middle and high levels increased and were 64.3% and 14%. The quantity of students at each level of communicative tolerance at summative and control stages of the experiment presents at figure 1.
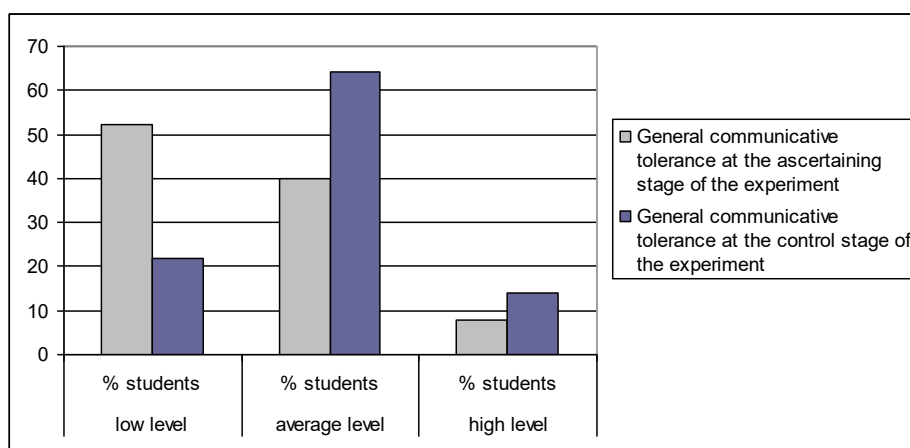

Fig.1 the number of students at low, average and high levels of General communicative tolerance on ascertaining and control stages of the experiment

5. CONCLUSIONS

The research shows the necessity for students the knowledge about the values of tolerant communication, mastering the skills of tolerant interaction with others, emotional readiness for dialogue, positive communication mindset. These qualities are especially important in a multi-ethnic region, which is the Republic of Tatarstan. The end result should be the transformation of communicative tolerance in personal quality and its inclusion in the system of personal values. According to the purpose of the research the authors proved the effectiveness of the technology of cooperative learning for formation of communicative tolerance of pre-service teachers during the study of courses of "Pedagogy". The results of the study of the authors of the article can be used as general recommendations for university teachers and pre-service teachers.

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