

TOLERANCE FORMATION IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

(Recibido el 23-05-2017. Aprobado el 30-08-2017)

Ayrat R. Zaripov
*Leo Tolstoy Institute of
Philology and
Intercultural
Communication Kazan
Federal University,
Kazan, Russia.
airzarip@mail.ru*

Aida G. Sadykova
*Leo Tolstoy Institute of
Philology and
Intercultural
Communication, Kazan
Federal University,
Kazan, Russia.*

Luiza R. Zakirova
*Leo Tolstoy Institute of
Philology and
Intercultural
Communication, Kazan
Federal University,
Kazan, Russia.*

**Alla P. Minjar
Belorucheva**
*Moscow State University
named after M. V.
Lomonosov*

Abstract. The article deals with the process of the tolerance formation of a student's personality by means of a foreign language under conditions of the multicultural environment of the university. Within the framework of this research the authors have studied the functions of the multiculturalism of the university as the social and educational environment for the formation of a tolerant personality and represented the model of the language multicultural education. Moreover, the article reveals the theoretical approaches to the formation of the tolerant personality of a student in the context of multicultural education, and also defines the criteria and levels of tolerance for students in the process of learning a foreign language. Besides, the educational potential of the university multicultural environment the forms and methods of its implementation have been determined. The realization of the process of a student's tolerance formation by means of a foreign language made it possible to discover a number of regularities: multilingualism, perspectivity, interrelation of the subjective and objective.

Key words: foreign language, tolerance, multicultural environment, socio-cultural competence, multicultural education, intercultural communication.

1. INTRODUCTION

In the modern world, the formation of tolerance is becoming more relevant. Throughout the world acts of violence, intolerance, anger, cruelty, terrorism, and discrimination against national, religious and linguistic minorities have increased. These negative social phenomena can be seen as the consequence of the insufficiency or lack of tolerance among individuals and social groups.

It is evident, that a multicultural society requires new outlook, aimed at the integration of cultures and people with a view to the further rapprochement and spiritual enrichment. All this proves the importance of multicultural education, which serves the purpose of the formation of human culture, creative personality, capable of active and productive life in the multicultural environment. Multicultural education is based on the knowledge of cultural differences, focuses on the development of education programmes aimed at the preservation and extension of cultural pluralism.

The use of a foreign language is the way of comprehension the world of special knowledge, the adjustment to the culture of different nations, the dialogue between different cultures, providing people's awareness of belonging not only to their native country, but also to the planetary cultural community. All these ideas are important in the Russian school that masters the humanistic paradigm of education.

Studying English the main attention is paid to various aspects of the people life in the English-speaking countries and to the comparison with life of Russians (Gilmudinova, Safiullina & Aleeva, 2016). Student-oriented multicultural education seeks to provide psycho-pedagogical conditions of the formation of a creative, tolerant personality, capable of creating the material and spiritual wealth, brought up on national and universal values. Some scholars consider the cultural component an integral part of the linguistic researches: «Any contribution to the study of language used nowadays is impossible without considering national and cultural peculiarities» (Sadykova & Smirnova, 2014). The academic discipline “Foreign Language” has a great potential for the formation of a tolerant personality of a student. A foreign language is the part of the multicultural environment of the university, social and educational environment of tolerance formation, which is realized in this environment as in the system of cross-cultural,

social and educational relations, promoting internalization of the national culture, the formation of human values through multicultural education in terms of learning a foreign language. Relational (moral and ethical) criterion – shows the level of tolerance, awareness of common cultural specificity of human commands (Sadykova, Yashina, & Zakirova, 2014). The principal conclusion is that multicultural education – is the process in which students acquire ethnic, national and world culture, their spiritual enrichment and development of the planetary outlook, the formation of readiness and ability to live in a multicultural polyethnic environment.

2. METHODS AND MATERIALS

During the research, the following methods were used: theoretical, diagnostic, experimental, pedagogical modeling and methods of mathematical statistics.

In our opinion, for the formation of a tolerant personality of a student by means of a foreign language in the multicultural environment of the university can be used the methods of teaching and education, which effectively approved themselves in pedagogical practice, namely: 1) teaching methods: explanatory and illustrative, reproductive, the problem-based method of the presentation, in part-research or heuristic and investigational; 2) educational methods: the method of the formation of consciousness of the individual, the method of the organization of an activity and the formation of the experience of social behaviour and the methods of stimulation the activity and behaviour.

Thus, the success of teaching is determined by the direction and internal activity of students, the nature of their activities and the degree of their independence and the expression of creative abilities.

The explanatory-illustrative method is used to convey a large amount of information. The advantages of this method used in the formation of tolerance are the following: conveyance and memorization of a great deal of socio-cultural information; effective teaching solutions of standard problems and actions on the model.

The reproductive method includes the use of the material studied on the basis of a sample or rules. Students' activities are algorithmic in nature, i.e. they are done according to the instructions,

regulations, rules, situations. This method is effectively used in the formation of a tolerant person, as it suggests the clear definition of objectives and helps to practise skills and behavioural systems.

A variety of sources and resources are used in the method of the problem-based presentation. A teacher before the presentation of the material, raises a problem, forms a cognitive task, and then revealing the system of proofs, comparing points of view, different approaches, shows the way of solving this problem. The advantage of this method in the process of the formation of a tolerant personality of a student is that it assumes an active position of a student, provides the development of the students' thinking and stimulates their independence.

A part-search, or heuristic method consists of the organization of an active search for solutions put forward in teaching (or self-formulated) cognitive tasks under the teacher's supervision, or on the basis of heuristic programmes and guidance. The process of thinking gets a productive character, but is gradually directed and controlled by the teacher or by the students themselves based on the work of the curricula and textbooks, educational manuals. This method (one of the varieties of which is a heuristic conversation) is a safe and proven way of thinking activation, arousal of interest in knowledge at seminars and workshops.

According to the research method after analyzing the material, setting challenges and brief oral or written instructions, students independently study literature sources, observe and make measurements, and also perform other actions of the exploratory nature. These methods are aimed at the development of initiative, independence and creativity of students.

All the methods, techniques and means of teaching a foreign language in the context of a cultural dialogue are aimed at the recognition and understanding of other cultures. This cognitive process is difficult because students often consider cultural phenomena of another nation with an internal perspective, through the prism of their own culture, which disrupts the communication process, and sometimes makes it even impossible. To avoid such moments, there is a constant need to draw parallels and comparisons to identify the similarities and differences in the culture of people, especially put emphasis on those aspects which have not found the reflection in encyclopedias, reference books,

dictionaries, textbooks yet. The account of two basic principles of a foreign language material supply dominates in the modern methodology – cross-cultural and culture-oriented linguistics from the perspective of the local citizen of the country and the resident of another country.

As C. Storti noted: “We're talking about cultural adjustment, in reality, we adjust not to culture but behaviour. Culture, the system of beliefs and values shared by the particular group of people is an abstraction that can be evaluated intellectually. In fact, behavior itself is the basic manifestation of culture” (Storti, 1989).

3. RESULTS

The solution of the question of the individual's integration into the national and world cultures, its identification with other cultures, the formation of tolerant qualities of the personality of a student is possible in the study of the functions of the multicultural environment of high school: adaptational, socio-legal, culturological, educational, socio-educational.

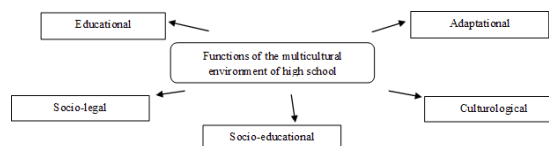


Figure 1. Functions of the high school multiculturalism as a social and educational environment of a student's tolerance formation

The adaptational function of the multicultural environment of high school provides the following: pedagogical support; communication and intercultural interaction of peers; the study of culture, language, history, familiarity with the mentality of different people; exposure to the basics of the national culture of ethnic groups.

In accordance with the culturological function students should be allowed to self-identify, to take up various layers of the culture of ethnos, society, the world at large.

The socio-educational function of the multicultural environment of high school is intended to include students into the system of educational relations with the surrounding multicultural environment. The essence of this function is to teach young people to manage and control their behaviour, in conflict and emotionally unstable situations, especially in relations with the members of different nationalities.

Within the framework of this thought, we consider quite actual and important the statement of R. Lusier that improving moral, ethical and psychological climate, creating the climate of respect, friendship and trust of others, their culture, language and traditions, a teacher contributes to the establishment of the culture of interethnic communication (Lusier, 2000).

The analysis of the works of foreign scholars provides the complete picture of the multidimensional multi-cultural education. Multicultural education is treated in modern foreign pedagogy as a necessary component of higher education. The priority objective of this type of education is to prepare students for the life in a multicultural society. The study of theoretical researches helps single out three interrelated areas within multicultural education: education of the individual, self-conscious members of certain cultural groups and their cultural heritage; preparation of students for the life in the conditions requiring the adoption of cultural pluralism as a positive phenomenon of the modern world; understanding and respect for the cultures of other people; the maximum development of students' abilities, regardless of race, ethnicity, social class, provided the account of the socio-cultural characteristics.

It is necessary to define basic characteristics of the multicultural approach to the development of curricula and textbooks on a foreign language as well as to develop the goals and objectives of the language multicultural education, so that it could be widely used in high school. Below is given the model of the language multicultural education.

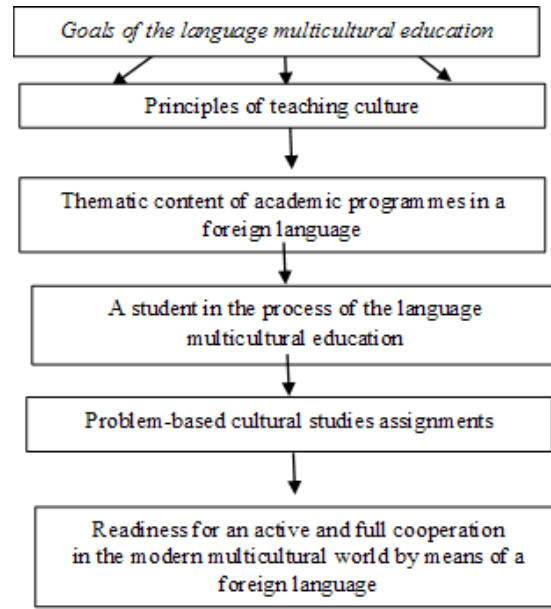


Figure 2. Model of the language multicultural education

This model determines the content, forms and methods of its implementation, regularities, means of teaching, stages of the tolerance formation of a student. It should be noted that a special role in the formation of a tolerant personality of a student in the process of teaching a foreign language plays the principle of a dialogue of cultures: studying authentic texts, reading newspapers and magazines in foreign languages, listening to audio texts, watching movies introduce students the culture of other nations, help to identify similarities and differences in their culture, give students the opportunity to take another look at the problems of their peers in the target language country, give knowledge of the mentality, customs, traditions and lifestyle of the people of the target language country.

The implementation of the principle of the dialogue of cultures contributes to teaching students the conflict-free communication and peaceful resolution of cross-cultural issues. Studying both the culture of their country and the country of the target language we consider teaching in the context of the dialogue of cultures, because as a result of the comparison and synthesis, students will learn:

- to see not only the differences but also the similarities in the studied cultures;
- to perceive the differences as normal coexistence of cultures in the modern multicultural world;

- to form a proactive approach to life aimed against cultural inequality, cultural discrimination in the modern world.

4. DISCUSSION

Considering tolerance as an active moral position and psychological readiness for the interaction with people of other social, national, religious and cultural affiliation as a result of the theoretical comprehension of this problem, we distinguish the following types: interpersonal, inter-social, inter-confessional, interethnic or intercultural.

The analysis of scientific and educational literature on the problem of the research allowed us to differentiate the notions "tolerance, tolerant personality, multicultural education and multicultural environment". The theoretical approaches to the formation of a tolerant personality of a student in foreign pedagogics that can be used to improve the national education system have been determined: interactive (pragmatist concept and the concept of multiperspective education); socio-psychological (the concept of social learning); teaching the exceptional and culturally different; human relations; single-group studies; multicultural education; multicultural and social reconstruction of the education.

Nowadays the researches, dedicated to the problems of international communication, are getting the increasing development Bogomolova M.I. & Zaharova L.M. (2011), Krysko V.G. (2008), Jaspers K. (2012) and others. Psychological concepts of intercultural interaction are described in the works of Lebon G. (2014), Whorf B. (1960). As M. Kruger- Potratz claimed, multicultural education helps learners to orientate in the society where ethnic, linguistic, religious and social heterogeneity is of great importance especially in the future. It helps them to deal with this diversity and to find their place in it (Kruger-Potratz, 1994).

5. CONCLUSIONS

Therefore, the formation of a tolerant personality of a student by means of a foreign language in the multicultural environment of the university requires the acquisition of knowledge of the similarities and differences between cultures, the emergence of a new mental and emotional consciousness, including the presence of positive attitudes on interpersonal communication and teamwork, self-confidence, respect and tolerance to interests, customs and

traditions of other people on the basis of the dialogue of cultures.

The model of the formation of the tolerant personality of a student by means of a foreign language has been developed. This model includes the patterns, principles, functions, methods, teaching means, stages of the formation of a tolerant personality. The development of this model is possible on the basis of the realization of principles of the formation of a tolerant personality: multiculturalism and polyethnicity, interactive teaching, cultural variation. Within the framework of this model have been revealed such functions as social, legal, cultural, educational and socio-educational.

ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

- Bogomolova, M. I. & Zaharova, L. M. (2011). Interethnic education of children. Moscow: Flinta, p. 175.
- Gilmudtinova, A. R., Safiullina, G. R. & Aleeva, G. Kh. (2016). Teaching EFL in Multilingual audience of the Republic of Tatarstan: philological and methodological approaches. *Journal of Language and Literature*, 17(1). p. 212.
- Jaspers, K. (2012). *Philosophy. Philosophical orientation in the world. Book 1*. Moscow, M: "Kanon" ROOI "Rehabilitation", p. 384.
- Kruger-Potratz M. (1994). *Interkulturelle Pedagogik. Studienbriet der Fernuniversitat Hagen*, p. 156.
- Krysko, V. G. (2008). *Ethnopsychology*. Moscow: Academy, p. 320.
- Lebon, G. (2014). *Psychology of people and masses*. M: Sozium, p. 379.
- Lusier, R. (2000). Revived cultural reality or how to teach the adolescent moral values. *School technologies*. Moscow, 5, p. 65-68.
- Sadykova, A. G., Yashina, M. E. & Zakirova, L. R. (2014) *Implementing Environmental Culture in*

the Language Learning Laboratory. *English Language Teaching*. Canada: Canadian Center of Science and Education. 7(12), p. 88.

Sadykova, A., Smirnova, E. (2014). Phraseological Units in Press: Cultural Peculiarities. *Phraseology in Multilingual Society*. Edited by Arsentieva E. Cambridge Scholars Publishing, p. 229-237.

Storti, C. (1989). *The Art of Crossing Cultures*. Yarmouth, Maine: Intercultural Press, p. 375.

Whorf, B. L. (1960). *The relation of the norms of behaviour and thinking to the language. Vol 1*. New in linguistics. Moscow, p. 135-168.