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## THE CONTENT AND ESSENCE OF THE NURTURING'S PROCESS OF THE TOLERANT COMMUNICATION'S CULTURE OF STUDENT YOUTH

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**Abstract:** The article presents the content and essence of the nurturing's process of the tolerant communication's culture of student youth. The difficulties of interpersonal communication students, reveals the phenomenon of tolerant communication's culture, its structure and purpose of education, forms and methods are analyzed.

**Keywords:** education, culture of tolerant communication, student youth, components (cognitive, emotional, evaluative, behavioral).

The nature of the interaction of individual members of society is largely reflected in the emerging social relations in the country. An important role in solving interpersonal issues and finding the necessary compromises is played by a person's personality, his ability to cultural tolerant communication.

However, young people are often not ready for interpersonal communication, which could lead their relationship to cooperation and mutual understanding.

Note that the difficulties of interpersonal communication of students are always based on a specific reason, for example, misunderstanding of a communication partner, traditional resentment, etc. The reasons for the difficulties of communicating can be lack of contact, insufficient communication, opposition.

It is impossible to imagine the development of a person, the very existence of an individual as a person, his connections with society outside the process of communicating with other people. Communication includes all the variety of spiritual and material forms of human existence and is at the same time his urgent need.

Based on the above, the culture of tolerant communication is an integrative quality of personality, including knowledge about the phenomenon of tolerance and the traits of a tolerant personality; the ability to objectively evaluate people, empathy; the ability to enter into dialogical relationships, establish cooperative relationships, which generally determines the active moral position of the subject of communication in interaction with other people, regardless of the intercultural affiliation of the latter article [ 1 ].

In the structure of the culture of tolerant communication, we distinguish three components:

- cognitive (knowledge about interpersonal communication, ideas about the traits of a tolerant personality);
- emotional-evaluative (ability to objectively evaluate people, empathy);
- behavioral (building and designing dialogical relationships, establishing cooperation in the process of interaction).

By the method of modeling, we determined the content characteristics of each structural component, which are indicators of the levels of formation of a culture of tolerant communication of the individual in conditions of priority importance of universal, humane (tolerant) ideas, ideals and values.

We believe that it is necessary to foster a culture of tolerant communication of the individual in adolescence. This is all the more important, since at the student age a person's sense

of cultural identity begins to develop and, accordingly, interest in issues of egocultural affiliation increases, the search for acceptable social roles expands, and interest in communication outside the nearest society increases.

The need for mutual recognition and mutual understanding forces students to face other cultures, faiths, and social groups. Young people should understand that it is for them to live in this new interconnected, mutually conditioned world, to build their relationships with representatives of other nations and faiths. They must realize that these relations serve both the progress and prosperity of our society and the progress of the world community.

It is in adolescence that the foundations for further social behavior of the individual are laid, including: the ability to empathy or conflict, social isolation, positive or deliberately negative attitude towards a representative of another nation, religion, social environment.

Of particular importance is one's own life position, the prerequisites of which are: increased interest in oneself, one's inner world, the development of reflection, the desire to defend one's own opinion.

The theory of the process of educating the culture of communication is understood as a complex of scientific knowledge that gives a holistic view of the object of research, revealing cause-and-effect relationships in the preparation of students for cultural tolerant communication, allowing to determine the communicative and moral and ethical patterns, principles and means of educating highly qualified specialists [ 1 ].

The proper level of education of the culture of tolerant communication of the individual presupposes:

- understanding the need to know the specifics of the communication process as an important condition for the life of the human community;
- knowledge of communicative, perceptual, interactive communication techniques that contribute to the effective flow of socially useful activities;
- the ability to use communication skills in everyday life;
- the ability to use optimal ways and means of enhancing interaction in communication in the course of activity, depending on life circumstances;
- awareness of the practical (linguistic) norms of the modern Russian literary language.

As already noted above, the phenomenon of "culture of tolerant communication" as an integral education of a person includes in its structure: knowledge, value attitude and skills that are interconnected, interpenetrating, with a certain hierarchy of importance and subordination, which determines its essence as a stable personality property.

A preliminary study of the issue under consideration revealed a low level of culture of tolerant communication among students. The analysis of the current state of the higher school training system for this type of activity contributed to the identification of difficulties in the practical work of pedagogical collectives and the causes that give rise to them.

Based on the above, the goal of fostering a culture of tolerant communication is provided by certain areas of pedagogical activity [2].

Thus, the process of fostering a culture of tolerant communication of university students involves:

- activation of interest in the life and activities of various cultural, national, confessional, social groups and education of an adequate perception of their uniqueness (the more people learn about the individual characteristics of different cultures, the clearer they will understand other people's actions, views);
- promotion of the values of humanistic communication based on the world achievements of the culture of interaction;
- education of ethical and legal norms of behavior in interpersonal communication;
- development of the ability to predict conflict interpersonal situations and their prevention;

- education of cultural-creative abilities in tolerant communication, based on the ability to appropriate and transform the world experience of interaction and cooperation accumulated by mankind;
- development of the ability to take into account moral values, norms and standards set by one or another ethnic group in the process of communication;
- purposeful creation of conditions that require interaction with others, whatever they may be in the eyes of the subject. At the same time, there is a mutual enrichment of the experience of tolerance, which creates an emotional, intellectual and moral field, on the basis of which a positive experience of relationships and communication grows.

The specifics of fostering a culture of tolerant communication of the individual is as follows:

- understanding the need for knowledge of the communication process as an important condition for the life of the human community;
- good knowledge of communicative, perceptual, interactive communication techniques that contribute to effective socially useful activities;
- the ability to use the means of communication in everyday life;
- the ability to master the techniques of organizing a text that adequately reflects the reality of the corresponding idea of speech;
- the ability to use practical skills of interaction in communication in the course of socially useful activities that provide optimal conditions for the full development of a person;
- the ability to compromise, cooperation, mutual understanding, dialogue in the process of interacting with people, to be ready to accept others as they are, and to interact with them on the basis of consent;
- the ability to "transfer" into the inner world of another person, the ability to emotionally empathize with his mental life is an empathic factor that plays an important role in people's mutual understanding. Entering into the personal world of another person always presupposes the opening of one's own inner world, and then, when communicating more closely, understanding can really arise. Understanding other people is important to us as something without which our own full-fledged existence is impossible;
- the process of tolerant communication must be built in accordance with the principles of tolerance, which imply respect for the opinions of others, the desire not only to listen and understand the partner, but also to take into account his point of view, actively interact with him;
- the ability to organize interpersonal interaction precisely on the basis of respect for another opinion.
- the ability of students to correctly navigate in various life situations, to give an objective assessment of their behavior, as well as the behavior of others, to establish contacts with people, to take the position of another, to express their point of view and defend it, to admit their wrongness in a situation of dispute, clash of points of view, opinions and assessments.

Based on this, the goal of the university at the present stage is the formation of an independent, creative, self-actualizing personality, a personality with a new mindset and worldview, which should give the opportunity to actively and competently participate in a reasonable worldview.

Here, pedagogical activity should be aimed at transforming passive learning into a creative process of interaction between all subjects of the educational process. This makes it necessary to update the traditional content, forms, and methods of teaching.

The higher school currently faces the problem of finding the most effective ways to combine form and content in the educational process. One of such ways is the scientific organization of the educational process.

This or that content of the subject of study can be expressed in various forms and methods of teaching and upbringing. Accordingly, a separate form can express a reflection of

different content. The optimal connection of the form, method and content of education and upbringing is determined by a rational organization and a sound teaching methodology.

Obviously, in the process of work, the choice of the forms and methods of pedagogical activity used depends on the formation of which component or components (cognitive, emotional-evaluative, behavioral) of the integrative quality of the personality "culture of tolerant communication" at the moment pedagogical efforts are aimed at.

The forms and methods of a problem-searching nature involve the creation and consideration of some typical problematic (and sometimes conflict) situations that arise during interpersonal communication. The task of the students is: build a model of your behavior, find the most optimal and correct solution. This contributes to the development of personal value orientations: ideals, positive examples, social and personal significance, accumulation of ideas, knowledge, certain emotional impressions and experiences.

Forms and methods of imitation and role-playing character contribute to the development of tactics of behavior, manifestations of actions and deeds in relation to people, regardless of their affiliation, profession, age, gender, views, etc. and overcoming difficulties and barriers in interpersonal interaction [ 3 ]. Their main task is to teach students to navigate correctly in various life situations, to give an objective assessment of their behavior, as well as the behavior of others, to establish contacts with people, to take the position of another, to express their point of view and defend it, to admit their wrongness in a situation of dispute, clash of points of view, opinions and assessments. Unpredictability makes these forms and methods a specific form of cognitive activity, makes it possible to "live" for some time in "real" life conditions.

As a result of the implementation of pedagogical measures to increase the level of formation of a culture of tolerant communication, the efforts of experimenters should be aimed at ensuring that the student can: acquire the necessary knowledge about the culture of tolerant communication; form a positive attitude towards representatives of other cultures, nationalities, confessions, social groups, views, positions, orientations; develop skills and abilities that ensure positive interaction with representatives of other cultures, nationalities, confessions, social groups, views.

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