

Модель процесса развития коммуникативной толерантности

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Реферат. В статье представлена модель процесса развития коммуникативной толерантности студентов технического вуза при обучении иностранному языку. Разработанная педагогическая модель процесса развития коммуникативной толерантности студентов включает в себя взаимообусловленные компоненты: целевой, концептуальный, содержательный, процессуальный, технологический компоненты и результат. Рассмотрены методические принципы, культуроведческого образования и коммуникативно-ориентированного обучения. При моделировании процесса развития коммуникативной толерантности средствами иностранного языка использованы следующие технологические подходы: личностно-ориентированный, личностно-деятельностный, социокультурный и коммуникативный подходы. Педагогические условия: использование материалов национально-культурного содержания, организация обучения студентов практическому применению знаний иностранных языков в деловом общении, интеграция учебной и внеаудиторной работы по иностранному языку способствуют формированию опыта проявления коммуникативной толерантности. В соответствии с моделью процесса развития коммуникативной толерантности студентов средствами иностранного языка обучение включает три этапа: когнитивно-мотивационный, ценностно-аналитический, поведенческой саморегуляции. Компонентами модели процесса развития коммуникативной толерантности студентов технического вуза также являются формы, средства и методы обучения и воспитания.

Ключевые слова: педагогическая модель, коммуникативная толерантность, моделирование

Model of the process of students' communicative tolerance development by means of a foreign language

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Summary. The article presents a model of the process of development of communicative tolerance of technical university students while teaching a foreign language. The developed pedagogical model of the process of development of students' communicative tolerance includes interdependent components: target, conceptual, informative, procedural, technological components and a result. Methodological principles, culture education and communicative-oriented learning are considered. In modeling the development of communicative tolerance by means of a foreign language, the following technological approaches are used: personal-oriented, personality-activity, sociocultural and communicative approaches. Pedagogical conditions: the use of materials of national and cultural content, the organization of teaching students for practical application of foreign languages knowledge in business communication, the integration of educational and extracurricular work in a foreign language contribute to the formation of the communicative tolerance experience. In accordance with the model of the process of developing communicative tolerance of students by means of a foreign language, the training involves three stages: cognitive-motivational, value-analytical, behavioral self-regulation. The forms, means and methods of teaching and upbringing are also components of the model of the process of communicative tolerance development of technical university students.

Keywords: pedagogical model, communicative tolerance, modeling

Introduction

The processes of globalization, the integration of financial markets, the intensification of trade and cultural and information exchanges, the transition to a different world order, where the world becomes integral and inseparable, actualize the need to establish tolerant relationships between peoples.

These processes are reflected in education, which becomes the main productive force of society. Innovative education sets new requirements for a technical specialist. The main goal is the preparation and education of a person, not only intelligent, highly professional, creative, but also the one possessing communicative tolerance, able to establish business interaction and communication with representatives of different cultures.

The system of higher education can be an enabling environment for the formation of communicative tolerance, since it involves not only the arming of the future specialist with professional knowledge, but also the process of socialization of the individual, the inculcation of universal values – respect for the other person, rights, freedoms, equality and other values of a democratic society.

Material and methods

The peculiarity of a modern professional activity is the actualization of language training. Knowledge of a foreign language is a real necessity and an indispensable condition for the development of communicative tolerance, which, in turn, is the basis of successful professional activity. Practice

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proves that the most useful in the professional world are not just engineers, but qualified specialists who know a foreign language, capable of establishing a communicative relationship.

Communicative tolerance is a socially valuable personality quality, manifested in everyday interpersonal communication, respectful attitude to other people and their views, other customs, habits and tastes; aspiration for dialogue, cooperation and a positive assessment of the surrounding people, in accordance with their objective opinion. It is an empathy and emotional flexibility of reactions to a new situation; the presence of adequate behavior in non-standard situations, understanding of another point of view, the ability to forgive other people's mistakes and delusions; the tolerability of unpleasant or unacceptable actions of the partners in the interaction. In the structure of the concept of "communicative tolerance" we have identified the following components: *cognitive, motivational, behavioral, emotional and valuable* [1].

The development of communicative tolerance presupposes the mastery of knowledge about the similarities and differences in cultures, the development of a breadth of professional thinking, the formation of a new mental and emotional consciousness that will allow the future specialist to adapt more quickly to new conditions of activity, build a better professional communication, avoid interpersonal and intercultural conflicts.

The development of communicative tolerance of students is possible with the effective pedagogical support of the process aimed at creating favorable conditions for the most complete realization of the educational opportunities of the discipline "Foreign Language". Researchers-linguists, methodologists, teachers offer various methods and approaches in teaching foreign languages. We used such technological approaches as a person-oriented, personality-activity, sociocultural and communicative approaches in teaching a foreign language with a certain didactic processing to modelize the development of students' communicative tolerance by means of a foreign language.

The term "*modeling*" in pedagogy came from technical knowledge, where it meant creating a leading model of what would then be done in kind. The development of pedagogical knowledge, the growth of the number of methods, means, forms of upbringing and training, identification of an increasing number of factors that influence these processes makes the pedagogical activity excessively complex. Therefore, pedagogical science is forced to resort to recommendations of a technocratic orientation. Thanks to the modeling, the pedagogical process becomes technological. In pedagogy, modeling means

the material and mental imitation of a really existing pedagogical system by creating special models in which the principles of the organization and functioning of this system are reproduced.

The process of development of communicative tolerance of a technical school students by means of a foreign language includes the following interconnected and interdependent components:

- 1) target (goal, objectives);
- 2) conceptual (orientation to the humanistic values of the student, namely, the development of communicative tolerance);
- 3) meaningful (using materials of national cultural content, selection of educational material in the context of business communication);
- 4) procedural (three stages: cognitive-motivational, value-analytical and behavioral self-regulation); (Figure 1).
- 5) technological (principles, functions, forms and methods, pedagogical conditions, approaches);
- 6) result (increase in the level of the formation of communicative tolerance among students due to the optimization of the teaching and upbringing process management).

The development of students' communicative tolerance can be considered in the context of multicultural education. The tasks of language multicultural education can be achieved with the consideration of such **methodological principles** as *the principle of dialogue of cultures, the principle of dominance of problematic cultural assignments, the principle of cultural variations, and the principle of cultural reflexing* [5].

The principle of cultures dialogue presupposes the construction of such process of teaching foreign languages, in which a comparative study of cultures is carried out, where it is necessary to train students to perform the role of a mediator of communication between representatives of different cultures.

The principle of cultural variations involves familiarizing students with cultural options and encouraging the perception of cultural diversity as a norm.

The principles of cultural reflexing include tasks for the recognition of oneself as a subject in the sociocultural community; understanding that group affiliation varies depending on the context of communication; the students identify cultural similarities between representatives of different cultural groups.

The principle of dominance of problematic cultural tasks or assignments involves the creation of problem situations in which students learn tolerant behavior in unfamiliar cultural communities, the election of interaction forms with people in conditions of intercultural communication and in finding ways to exit from sociocultural communicative dead ends.

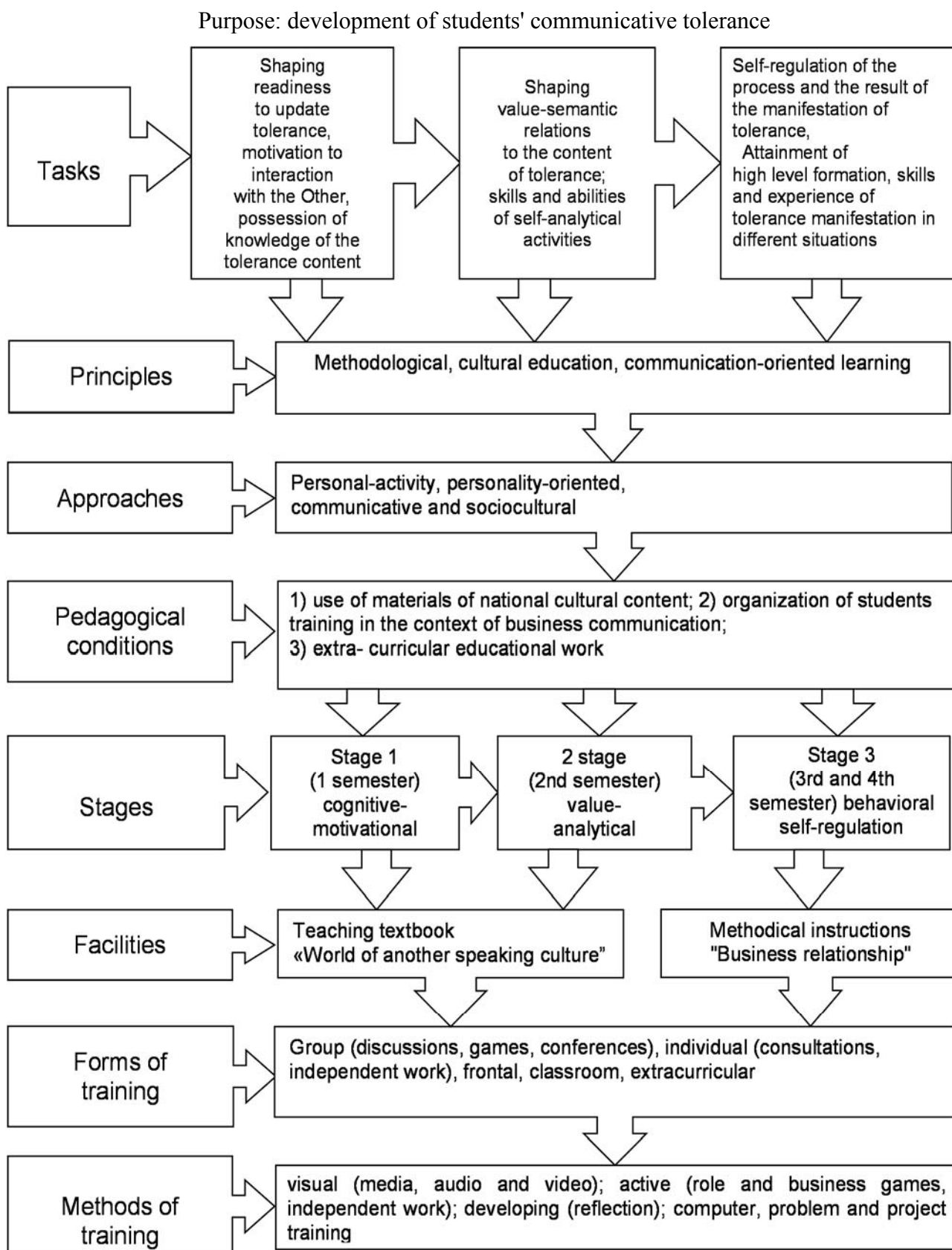


Figure 1. Model of the process of development of communicative tolerance of technical school students with a foreign language means

Principles of cultural education developed by V.V. Safonova, P.V. Sysoev [4, 5]: the principle of study of international communication languages in the context of a dialogue of cultures and civilizations; the principle of interrelated multicultural and bilingual development of the student's personality; the principle of actualization of the support for students' interdisciplinary knowledge and skills add the principles of teaching culture that are broader in their didactic and methodological content and create conditions for cultural self-determination of students studying in conditions of linguistic multicultural education.

Highlighting the principles that reflect the didactic side of the process of developing students' tolerance, we took into account the fact that in the foreign language teaching system today the foreign and Russian scientists [2, 6, 7, 8, 9, 10] pay much attention to communicatively-oriented and contextual learning, which allows students to be actively involved in intercultural communication. We considered *the principle of interrelated learning of all types of speech activity (listening, speaking, reading, writing and speaking) and the principle of dialogue as principles of communicative-oriented learning*.

Modern concepts of teaching foreign languages developing in the humanistic direction are associated with new approaches to the definition of goals, content and technology of instruction. Organizing the experimental work, we came to the conclusion that it is possible to consider separately developed approaches in teaching for developing of technical school students communicative tolerance by means of a foreign language.

The *personality-activity approach* can be correlated with the student-centered approach centered on the apprentice based on the humanistic psychology of A. Maslow [6]. This approach forms the activity of the student himself, his willingness to solve problems at the expense of equal partner subject-subject relationships with the teacher.

Sociocultural approach to the selection of the content of teaching foreign languages, developed by V.V. Safonova [4], made it possible to draw attention to the possibility of teaching the cultures of various ethnic, social, religious and other groups.

Communicative approach [2] is a strategy that simulates communication, aimed at creating a psychological and linguistic readiness for communication, at consciousness of the material and ways of dealing with it. The teacher forms the ability of the student to express various communicative intentions: a request, an order, agreement, invitation, refusal, advice, reproach, etc., i.e. the formation of communicative tolerance occurs in situations as

close to life as possible. A communicative approach involves learning to communicate and form a capacity for intercultural interaction. It is important to note that the fact of interaction does not always mean that communication has taken place. For example, speakers say phrases and cues, but there is no exchange of information, understanding and mutual understanding. The reason for this is the lack of coordination of communicative tolerance.

Thus, at present communication, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanization of instruction are given priority, which makes it possible to develop communicative tolerance. Based on these approaches in the study of a foreign language, we define the **pedagogical conditions** for the development of communicative tolerance among students.

We regard *pedagogical conditions* as an essential component of the pedagogical process, integrating a set of mutually conditioned factors, requirements, measures and objective possibilities for content, forms, methods, teaching aids and organizing the learning process, ensuring effective mastery of students' knowledge and skills.

The analysis of pedagogical literature, as well as our own teaching experience, allows us to single out the condition of using materials of national cultural content that provide motivational inclusion of students in the process of developing communicative tolerance and contributing to the development of students' interest in studying foreign culture. The most important sources of formation of cognitive interests in the educational process are the content of educational material and self-education, acting as a process of organizing cognitive activity [1].

Beginning to study foreign languages at the university, students have different language training. In addition, students do not always realize the appropriateness of this discipline, since they do not see the prospects for the practical use of a foreign language, they do not feel the need for it as a means of communication. Consequently, professionally-oriented instruction in a foreign language in a non-linguistic institution puts the teacher in front of the need to find ways to ensure a smooth transition from general language preparation to the study of the specialty language.

Our experience shows that at the initial stage it is advisable to use materials whose content is to some extent known to students at the secondary school level, but in a non-linguistic high school these ones are presented in a new perspective. They

include materials reflecting the national and cultural peculiarities of the country of the studied language in different spheres of life, which have real possibilities for forming the motivation for mastering a foreign language and developing interest in a foreign culture, since information about other countries is attractive due to the existing differences in their cultures. Motivations are those internal forces of the body that induce him to work. Transformation of motivation and of the whole system of value orientations distinguishes the student's age as the central period of the formation of character and intellect, the formation of moral qualities of the individual, including communicative tolerance.

On the basis of cognitive needs, students seek to develop their attitude to life. New information about different aspects of life affects their emotional sphere and requires independent reflection, comparison with available knowledge and experience, and also developing their own attitude to different phenomena and events.

Proceeding from the above, educational materials of a national and cultural nature are fertile ground for the formation of motivation and development of interest of students of a non-linguistic high school to study foreign culture, the mentality, the character of another people. They promote the practical and educational goals and have great potential for professional development of the future specialist and his moral qualities.

In modern conditions, professionally-oriented training of a foreign language requires the inclusion in the educational process of not only professional and general scientific knowledge, appropriate vocabulary and terminology, but also the knowledge necessary for tolerant intercultural professional communication.

Thus, taking into account the age characteristics of students, the level of their development, the specifics of the education stage, we can single out the first pedagogical condition for teaching a foreign language – **the use of materials of national cultural content** that provide motivational inclusion of students in the process of developing communicative tolerance and fostering interest in studying students foreign culture.

Work experience in higher education allows us to single out the second pedagogical condition for the effective development of communicative tolerance among students, which we see **in the organization of teaching students for practical application of foreign languages knowledge in various spheres of life and business communication of a specialist.**

As the analysis of the content of teaching a foreign language in a non-linguistic university shows, practically all the content including the drafts of modern educational standards boils down to the knowledge and skills necessary to perform elementary linguistic activity in the sphere of everyday communication. The field of interpersonal communication covers one connected with the organization of a business conversation as a result of modeling formal and not formal business meetings.

Every future specialist is a person who will have to enter a new society and, possibly, carry on business communication in native and foreign languages. Proceeding from this, for effective education of students in communicative tolerance we include in the content component of the discipline "Foreign Language" the use of a business foreign language as a basis for enriching the knowledge of future specialists about communicative tolerance. Business language, including foreign language, can be in the most general sense defined as a "socio-historical" product, which reflects the history and culture of a particular people, as well as the system of social relations in the economic, political, ideological, cultural, economic and social perspectives [2].

A business foreign language is the source of detailed knowledge about cultural and ethnic values that determine the specificity of the human actions and affect the organization of enterprises and firms. It is also a source of knowledge about culturally conditioned styles of interaction, about the features of constructing discourses and arguments, about preferring written and oral forms of arrangements. Classes in a foreign language contribute to the development of conversation skills with the interlocutor, primarily in their native language. The education of a communication culture among the students in connection with future professional activities, which implies teamwork, participation in the life of the whole team is obvious.

Culture is a dialogue, the exchange of opinions and experience, the comprehension of the values and traditions of others. The dialogue of cultures in business communication is up-to-date. Differences in greetings are important, the same are in the rules of behavior at the table and in public places, the attitude towards compliments that can create a favorable atmosphere of business speech communication and contribute to success in the negotiations. Therefore, the teaching of a culture of business communication should include teaching tactics of communication, a culture of social behavior.

Taking into account the abovementioned provisions, a business foreign language can be considered as a means of directly and indirectly entering a linguistic, ethnic, cultural, social and professional community, as a means of appropriating social,

economic, communicative types of experience, and as a means of familiarizing with the traditions and culture of this community. The considered characteristics of a business foreign language are, in our opinion, the basis for using this training section to implement the process of developing communicative tolerance among students of a non-linguistic institution.

The organization of educational and extra-curricular work on a foreign language at a university can be singled out as the next pedagogical condition for the formation and development of communicative tolerance among students. Unlike training sessions, extra-curricular activities provide students with greater independence, initiative, freedom of creativity, which helps to unite the student community, give them the opportunity to discover and realize their abilities. The purpose of these extra-curricular activities is to stimulate students of a non-linguistic university to study foreign languages and foreign culture, strengthen the role of foreign languages and intercultural communication in order to achieve mutual understanding among peoples in the context of an expanding dialogue of cultures, strengthen intercultural relations between nations and peoples, friends and other nations, the improvement of interpersonal relations, which is a fruitful basis for the formation and development of tolerance.

Linguistic clubs and student scientific societies became widespread in out-of-class work with students in our university. They are socially useful, and at the same time their purpose is to expand and consolidate knowledge, skills, develop individual abilities of students.

In accordance with the model of the process of development of students' communicative tolerance by means of a foreign language [1], the training includes three stages: cognitive-motivational, value-analytical, behavioral self-regulation.

The first stage is based on the need to master the knowledge of the essence of tolerance and the qualities of a tolerant personality, the socio-cultural knowledge of the language studied country and the characteristics of other ethnos, the formation of readiness for the actualization of tolerance, the need for communication with the Other and the desire to overcome the emerging contradictions in communication.

The second stage was aimed at the formation of a value-semantic relationship to the content of tolerance, awareness of oneself as a bearer of cultural values and the co-existence of different opinions, cultures, peoples, the development of profound personality processes – empathy, humanity, ability to reflect, tolerant thinking.

At the third stage, the formation of skills to prevent conflicts, sociability and communication skills for the implementation of tolerant intercultural communication, the experience of showing patience, respect, courtesy in standard and non-standard situations, i.e. the behavioral aspect, is formed.

The important components of the model of the process of development of communicative tolerance among technical university students are **the forms, means and methods** of teaching and upbringing. In order to develop communicative tolerance, we paid particular attention to group forms of work in discussions, games, conferences. We used such methods of teaching foreign languages, such as: computer training; role-playing and business games; work with the media: reading newspapers, preparing TV news; projective method; trainings; work with authentic texts, demonstration of video films in English; extracurricular activities: holding competitions and contests.

The comprehensive approach to classes in combination with different forms, methods, means and methods of teaching allows us to test the effectiveness of the pedagogical conditions that we have allocated to educate communicative tolerance among university students by means of a foreign language and to implement the model of the process of educating communicative tolerance practically.

Conclusion

The model of the process of development of communicative tolerance among university students in the course of teaching a foreign language includes the following interrelated and interdependent components: the purpose, objectives, principles, approaches, pedagogical conditions, stages, means, forms, methods of learning and result.

The purpose of the developed model is the development of communicative tolerance among students of a non-linguistic institution by means of a foreign language. The development of communicative tolerance is carried out taking into account the following principles: methodological (the principle of the dialogue of cultures, the principle of dominance of problem cultural tasks, the principle of cultural variation and the principle of cultural reflection), culture education (the principle of the syllabus of languages of international communication in the context of a dialogue of cultures and civilizations, the principle of interrelated multicultural and bilingual development of the personality of the student, the principle of actualization of the reliance on interdisciplinary knowledge and skills of educators), communicative-oriented learning (the principle of interconnected learning for all types of speech activity and the principle of dialogic nature).

When modeling the development of communicative tolerance of students by means of a foreign language, the following technological approaches are used: personal-oriented, personal-activity, sociocultural and communicative approaches.

The process of development of communicative tolerance of students by means of a foreign language will be more effective when creating the following pedagogical conditions in the educational process: 1) use of materials of national and cultural content that ensure motivational inclusion of students in the process of education of communicative tolerance and promote the interest of students to study foreign culture; 2) organization of teaching students to practical application of knowledge of

foreign languages in various spheres of life and business communication of a specialist; 3) integration of educational and extracurricular work on a foreign language that contributes to the formation of the communicative tolerance experience.

In accordance with the model of the process of development of communicative tolerance of students by means of a foreign language, training includes three stages: cognitive-motivational, value-analytical, behavioral self-regulation. The forms, means and methods of teaching and upbringing and the result are also components of the model of the process of development of communicative tolerance of technical college students.

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CONTRIBUTION

Evgeniya A. Baldanova fully prepared the manuscript and is responsible for plagiarism

CONFLICT OF INTEREST

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