

## **INTERCULTURAL TOLERANCE AS AN IMPORTANT FUTURE SPECIALIST'S PERSONAL TRAIT AND PEDAGOGICAL CONDITIONS OF ITS FORMATION**

The article deals with the scientific and theoretical foundations of upbringing the intercultural tolerance of students in the process of a foreign language learning. The major theoretical approaches to the study of intercultural tolerance are system, individual-activity, axiological and cultural ones.

Tolerance is integrative characteristics of the person, which includes the knowledge necessary to implement tolerant interaction; awareness of his/her own «I», uniqueness and identity, and as a result – tolerant, respectful, understanding attitude to the «Other» as equal, to his/her differences (physiological, educational, ethnic, cultural, religious, political, etc.); the ability to compromise, to overcome the contradictions; the absence of stereotypes, prejudice in communication [6, c. 103].

Intercultural tolerance is a result of narrowing of the generic concept of «tolerance» and means the integrative personal characteristics, which includes the knowledge necessary to make a tolerant intercultural interaction, positive emotional perception of the cultural «Other» as an equal, desire and the ability to communicate with other cultures on the basis of ability to compromise, to overcome differences, to find common language, to restrain themselves, to respect the linguistic and cultural differences of interlocutor [4, c. 172].

The main characteristics of intercultural tolerance are stability of personality (emotional stability, benevolence, courtesy, patience, social responsibility, independence, social relaxation), empathy (extraversion, sensitivity, courtesy, high level of empathy, the capacity for reflection); divergency of thinking (absence of stereotypes, prejudices; flexibility of thinking, critical thinking, the ability to see alternative solutions); mobility of behavior (absence of anxiety, tension in behavior, communicative, ability to find a way out of difficult situations, autonomous of behavior, dynamism); social activity (social identity, adaptability, optimism, creativity, initiative) [3, c. 131].

Intercultural tolerance is connected with a variety of cultural phenomena: cultural identity, culture of society, cultural stereotypes, strategies of acculturation, multicultural society, intercultural communication [2, c. 245].

The structure of intercultural tolerance includes five interconnected components such as: cognitive (involves the accumulation of knowledge needed to promote upbringing the tolerance), motivational and stimulating (reflects the needs, motivations, interests, desires and willingness for tolerant intercultural communication), emotional and evaluative (reflects the relation of man to himself as a distinctive, unique personality; a positive emotional perception of other people; his opinions, attitudes, lifestyle), communicative and active (allows the accumulation of skills and abilities necessary for tolerant interaction), personal and

reflexive (reflects traits of the personality necessary for a tolerant interaction and self-reflection). This structure determines the content of the criteria (cognitive, axiological, affective, behavioral and personal), their indicators and levels (high, medium and low) of students upbringing [3, c. 131].

The model of the process of the intercultural tolerance upbringing of students in the process of a foreign language learning includes the following components: a unit of aim (aim and objectives of the upbringing the intercultural tolerance of college students in the process of a foreign language learning, approaches, principles); content unit (components of intercultural tolerance needed to form: cognitive, motivational and stimulating, emotional and evaluative, communicative and active, personal and reflexive); procedure unit (pedagogical conditions, forms, methods, means of upbringing); results unit (diagnostic methods, criteria, indicators, levels) [5, c. 89].

The pedagogical conditions which are necessary for upbringing of intercultural tolerance are 1) the creation of the tolerant educational environment in the educational establishment; 2) activation the upbringing potential of the «Foreign Language» subject; 3) implementation of an optional «English for Cross-Cultural Communication» course; 4) providing the direct communication with the representatives of other cultures and via the World Wide Web.

The first pedagogical condition is realised with the help of such specifically organized forms as: 1) seminars with teachers to acquaint them with the principles of tolerant pedagogy and peculiarities of tolerant-directional communication in education; organized trainings to consolidate the knowledge and skills of formation of tolerant interaction; 2) training course «The Learning Tolerance» during which students are introduced to the concepts of «tolerance», «intercultural tolerance», «stereotypes», «prejudice», «difference», «similarity», «minority», «tolerant person», etc.; acquainted with traits of tolerant personality. Students master tolerant ways of interaction, through exercises, analysis and playing situations, solving collective creative tasks; 3) a variety of extracurricular forms of educational work, namely tutorials, debates, conferences, viewing short films about tolerance, trainings, *workshops*, exhibitions, celebrations, festivals, competitions, photo exhibitions, creative projects, interactive theater, publishing the student's newspaper, video contests, creative games, role-plays, dramatization plays of Ukrainian and foreign playwrights and others.

The second pedagogical condition is carried through semantic content and national-cultural saturation of selected material, national-stained vocabulary, which presents the cultural characteristics of a nation. The information from the life of other cultures, personal experience of interaction of students with foreigners and so on are used to increase the interest and desire of students to form such personal trait as intercultural tolerance.

The third pedagogical condition includes implementation of an optional «English for Cross-Cultural Communication» course. As the main aim of «Foreign Language» subject is to give knowledge and form skills in professional foreign language, learn to read and understand literature in specialty, understand basic professional terms, in order to provide effective upbringing of the intercultural

tolerance of students in the process of a foreign language learning, the aim of optional course is to form a communicative and intercultural competences future specialists in professional English and promote its further development, and the development of student's «secondary language personality» as an indicator of his/her ability to participate in intercultural communication, intercultural tolerance education which is necessary for communicating with other cultures.

The fourth pedagogical condition includes meetings with the volunteers of Peace Corps and establishing friendly relations with foreigners through the Internet. In order to implement this pedagogical condition, students develop projects «My foreign friend» [1, с. 121].

So implementation of pedagogical conditions are ensured by using effective forms and methods of both classroom and extracurricular educational work: seminars with teachers, «The Learning Tolerance» training course for students, tutorials, debates, conferences, trainings, *workshops*, exhibitions, celebrations, interactive theater, publishing the student's newspaper, video contests, creative games, role-plays, dramatization of Ukrainian and foreign playwrights and others.

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