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## **PROSPECTIVE PRIMARY SCHOOL TEACHERS' EDUCATION FOR COMMUNICATIVE TOLERANCE**

*The article analyzes prospective primary school teachers' education for communicative tolerance while forming their foreign language communicative competence that has significant influence on their development as personalities and professionals; foreign language communicative competence is proved to be inseparable in its cognitive, behavioural, emotional, motivational, and axiological components; tolerance is assumed to be an inseparable axiological component of foreign language communicative competence and a factor impeding or facilitating the process of its forming; the basic aspects of tolerance as a mental quality, namely functional and communicative, are defined.*

**Key words:** *foreign language, foreign language communicative competence, tolerance, communicative tolerance, education, prospective primary school teachers.*

**Problem setting.** It is a well-known fact that education is a primary way to provide young people with knowledge, skills, and competences necessary to live a life of harmonious relationships with diverse human beings. Currently, the escalating violence in the name of religion and ethnicity in Ukraine and different parts of the world as well is much worrying, and one potential long-term solution is, in our opinion, to educate students in tolerance values.

It should be said that tolerance is not an abstract idea but a real issue that personally affects every student nowadays; the everyday interaction in higher educational settings forces students to grapple with contestations of identity, diversity, culture, and human rights. Ultimately, we would like our students, namely prospective primary school teachers, not to be bystanders but to act as responsible citizens who will stand up for others, think critically about the use of power in the world, and support reasonable points of view through clear tolerant speaking, the use of evidence to support arguments, and the consideration of multiple perspectives when approaching issues both in private and professional life. Thus, we are to educate them for communicative tolerance while forming their foreign language communicative competence.

We believe that it has significant influence on their incipience as personalities and professionals.

**Analysis of recent achievements and publications.** Having analysed a lot of philosophical, sociological, psychological, and methodological sources we have found that a great number of scientists worldwide have carried out a series of studies on the different aspects of education for tolerance (I. Bekh, O. Sukhomlynska, O. Savchenko, V. Zolotukhin, A. Asmolov, V. Lektorskyi, D. Leontieva, S. Bondyrieva, D. Koliesov, V. Maralov, V. Sitarov, R. Valitova, S. Ter-Minasova, E. Frenkel-Brunswik, M. Waltzer, L. Bobo, F. C. Licari, A. Furnham, C. M. Ely, S. K. Kamran, S. Grenier, A. M. Barrette, R. Ladouceur, D. G. Lawrence and others). Such an aspect of the abovementioned problem as education for communicative tolerance currently is being investigated by both domestic and foreign scholars (T. Bilous, V. Hryshuk, Y. Dovhopolova, O. Zarvina, L. Nikolaieva, Y. Todortseva, I. Sternin, K. Shilikhina, A. Skok, A. Zinchenko, D. G. Wiseman, G. H. Hunt, R. Griffin and others).

Meanwhile, it should be noted that analysis of the numerous scientific sources lets us affirm that the problem of prospective primary school teachers' education for communicative tolerance in the process of teaching English as a foreign language has been given great attention.

**The objective of the article.** The purpose of our study is to prove the hypothesis that tolerance is an inseparable axiological component of prospective primary school teachers' foreign language communicative competence, to define the basic aspects of tolerance as a mental quality, and to prove that communicative tolerance is the basis of constructive cooperation and successful intercultural communication.

**The statement of the fundamental material.** Examining the problem of prospective primary school teachers' education for communicative tolerance in the process of teaching English as a foreign language, it is first and foremost essential to start from clarifying the meaning of the concepts *foreign language communicative competence*. The concept *foreign language communicative competence*, from the psychological perspective, is viewed as a dynamic integral personal characteristic allowing people to communicate effectively in a foreign language. The key aspect of such an interpretation of communicative competence is its complexity and multifacetedness. It means that foreign language communicative competence is inseparable in its cognitive, behavioural, emotional, motivational, and axiological components.

Learning a foreign language is like exploring a terra incognita. Students constantly encounter a great variety of ambiguous stimuli ranging from confusing sounds to exact meaning of vocabulary items or idioms, as well

as grammar aspects of the language being acquired. Learning a foreign language is also abundant in ambiguous situations dealing with sociocultural issues of the target language community. However, if this ambiguity is not tolerated in a reasonable way, language learners may get confused and stressed and feel uncomfortable when having some trouble with this language. Thus, we believe that tolerance can be regarded as a factor impeding or facilitating the process of students' foreign language communicative competence forming. So, tolerance is likely to be one of the core factors of learners' progress in the language being studied. It has been recognized that those who are cognitively willing to tolerate ideas and propositions that run counter to their own belief system or structure of knowledge are able to achieve more success in foreign language communicative competence acquisition [1, 346].

In our opinion, deeper understanding of the relationship between students' foreign language communicative competence forming and their ability to tolerate lifestyles, behaviours, customs, opinions, and ideas that oppose their own and to indulge the inconveniences without displaying aggressive behaviour as a parameter of their personal potential can help educators develop learner-friendly educational environments. We strongly believe that tolerance is inseparable axiological component of foreign language communicative competence.

Here it must be noted that different scholars present their own understanding and different definitions of the concept *tolerance*. We believe that tolerance, for example to another's opinions, means the recognition of the value of another person and other values. This is the recognition of human rights to be unique, differing from others and the acceptance of another person such as he is. Furthermore, tolerance assumes not only a passively tolerant attitude to any social phenomena, but also some active interaction with them. Consequently, it is a necessary condition of building a meaningful communication and the constructive solution of a conflict situation.

Obviously, formation of students' tolerant consciousness assumes the development of their understanding of universal values and models of behaviour which will help them to live in peace with themselves, nature, and society. Therefore, we may affirm that tolerance as a mental quality has two basic aspects: *functional* (relates to the forms of behaviour and actions of people in relation to each other); *communicative* (relates to the forms of interpersonal, intergroup, and interethnic communication) [3, 140].

*Communicative tolerance* is seen as a characteristic of a personality's attitude to other people. It shows the degree of the tolerability to an unpleasant or inappropriate psychological states, qualities, and actions of the interaction partners. According to V. Boyko, overall communicative tolerance is due

to life experiences, personality traits, and the moral principles of human [2, 110]. We consider *communicative tolerance* to be an emotional competence which is very important for prospective primary school teachers. The degree of forming teachers' communicative tolerance is determined by the peculiarities of the development of personality structures such as intelligence, emotions, will, motivation, communicative competence. It is determined by the peculiarities of the interpersonal relations and the kind of professional activity.

We are to state that communicative tolerance is an observable and pedagogically influenced form of showing the quality of tolerant consciousness. Its formation is the most available and pedagogically developed way of students' tolerance formation.

From our point of view, initial professional training activities must be directed towards the integration of communicative tolerance in higher education through the management of the negative emotions, acquiring positive emotional experiences, and the creation of the emotional resonance which assures the empathic communication aiming at preventing the interpersonal conflicts in schools. The goal of forming the culture of communication through the communicative tolerance is: developing communicative competences; developing personal competences; developing learning competences; developing organized social competences on the intrapersonal dimension and communicative-relational dimension. The aforementioned competences are referred to in the specialized literature as emotional competences.

It might be assumed that the high level of communicative tolerance is expressed in the following specific values: sensitive, thoughtful, balanced, emotionally mature, intelligent, demanding, self-conscious, value-oriented, disciplined, strong, positive, relaxed, self-motivated, self-determined, self-accomplished, self-inspired, original, flexible, nimble, creative, competent, adequate, curious, persistent, empathetic, friendly, mobilized, efficient, enthusiastic, sociable, eager, tolerant in communication, affective, resistant to emotional communication, emotionally expressive, experimenter, constructive, appeaser, charismatic, assertive, integrated, satisfied and natural when talking, who guide the professional normativity and legitimates the social rules [4, 241–243].

Accordingly, we may summarize that for successful students' communicative tolerance formation it is necessary:

- to develop the ability to appreciate freedom, one's own and others;
- to develop the ability to communicate, cooperate with others, and establish openness;

- to promote the perception and recognition of bases of interaction between people, genders, and cultures;
- to develop skills of nonviolent solutions of conflicts, to develop such qualities as tolerance, compassion, responsiveness, and empathy;
- to develop a harmonious combination between individual and group values, etc [3, 140–141].

It must be added that educational work in developing students' communicative tolerance while teaching them a foreign language should be carried out purposefully, systematically, and in various forms, depending on certain conditions. In addition, we would like to point out that one of the most important and basic elements of such an educational activity as developing students' communicative tolerance is the educator's understanding of the character of mutual relations and the moral and psychological atmosphere of the student group which can help to determine the success of the educational process.

**Conclusion and the prospects of the above research.** Having studied the subject of the article, we may claim that high school is a social institution within which prospective primary school teachers can be educated for tolerance in the process of forming their foreign language communicative competence that is one of the most important components of their professional competence.

The results of the current study indicate that tolerance as a mental quality has two basic aspects: functional and communicative that relates to the forms of interpersonal, intergroup, and interethnic communication. We have also come to understanding that communicative tolerance is an observable and pedagogically influenced form of showing the quality of tolerant consciousness. Its formation is the most available and pedagogically developed way of students' tolerance formation. It is worth to note that communicative tolerance is not only one of the aspects of foreign language communicative competence but the basis of constructive cooperation with all participants of educational process, of peaceful coexistence and successful intercultural communication with people different in race, nationality, language, religion, and social status.

Our further research interest may focus on the investigating the training methods through which prospective primary school teachers' education for communicative tolerance might be successful.

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*У статті аналізується виховання комунікативної толерантності майбутніх учителів початкової школи в процесі формування їх іншомовної комунікативної компетентності, яка має значний вплив на їх становлення як особистостей і професіоналів; доведено, що іншомовна комунікативна компетентність є неподільним цілим і включає когнітивний, поведінковий, емоційний, мотиваційний та аксіологічний компоненти. Передбачається, що толерантність є невід'ємним аксіологічним компонентом іншомовної комунікативної компетентності і фактором, який перешкоджає або сприяє процесу її формування. Визначені основні аспекти толерантності як психічної якості, а саме: функціональний і комунікативний.*

**Ключові слова:** іноземна мова, іншомовна комунікативна компетентність, толерантність, комунікативна толерантність, виховання, майбутні вчителі початкової школи.

*В статті аналізується виховання комунікативної толерантності майбутніх учителів початкової школи в процесі формування їх іншомовної комунікативної компетентності, яка має значний вплив на їх становлення як особистостей і професіоналів; доведено, що іншомовна комунікативна компетентність є неподільним цілим і включає когнітивний, поведінковий, емоційний, мотиваційний та аксіологічний компоненти. Передбачається, що толерантність є невід'ємним аксіологічним компонентом іншомовної комунікативної компетентності і фактором, який перешкоджає або сприяє процесу її формування. Визначені основні аспекти толерантності як психічної якості, а саме: функціональний і комунікативний.*

**Ключевые слова:** иностранный язык, иноязычная коммуникативная компетентность, толерантность, коммуникативная толерантность, воспитание, будущие учителя начальной школы.