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**THE WAYS OF FORMATION
OF PEDAGOGICAL TOLERANCE
OF LEADERS OF EDUCATIONAL ORGANIZATIONS**

**ПУТИ ФОРМИРОВАНИЯ
ПЕДАГОГИЧЕСКОЙ ТОЛЕРАНТНОСТИ
У РУКОВОДИТЕЛЕЙ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ**

Abstract. The article discusses ways to build tolerance among teachers, especially among the leaders of educational organizations. The content of the concept of «tolerance» is revealed, the main methods of its construction in the professional pedagogical environment are characterized. Tolerance, being an important factor in modern development, implies a careful attitude to the world around us, the ability to understand and, most importantly, make decisions of other people. It is the subject of study of a whole complex of sciences – philosophy, psychology, political science, sociology, and pedagogy. At the same time, the essential components and signs of tolerance are still insufficiently studied.

Modern education is based on the principle of variability of human actions in all spheres of life. Diversity is affirmed as a basic characteristic of the individual and the entire surrounding world. In this regard, the most important tasks of pedagogy are to identify the individuality of students, to promote the realization of their right to self-determination, to prepare a person brought up on the principles of tolerance for an active and fulfilling life in a diverse and rapidly changing world.

Аннотация. В статье рассматриваются способы формирования толерантности у педагогических работников, в частности, у руководителей образовательных организаций. Раскрывается содержание понятия «толерантность», характеризуются основные методы ее построения в профессиональной педагогической среде. Толерантность, будучи важным фактором современного развития, подразумевает бережное отношение к окружающему миру, способность понимать и, что гораздо важнее, принимать решения других людей. Она выступает предметом исследования целого комплекса наук – философии, психологии, политологии, социологии, педагогики. При этом до сих пор недостаточно изучены сущностные компоненты и признаки толерантности.

Современное образование основывается на принципе вариативности человеческих действий во всех сферах жизни. Разнообразие утверждается как базовая характеристика личности и всего окружающего мира. В этой связи важнейшими задачами педагогики являются выявление индивидуальности обучающихся, содействие реализации их права на самоопределение, подготовка личности, воспитанной на принципах толерантности, к активной и полноценной жизни в многообразном и быстро меняющемся мире.

Keywords: tolerance, society, upbringing, educational organizations, professional quality, cognitive component.

Ключевые слова: толерантность, общество, воспитание, образовательные организации, профессиональные качества, когнитивный компонент.

Tolerance is a rare quality. A tolerant person is one who respects the opinions and actions of other people, who does not seek to impose their views and beliefs on them.

Pedagogical tolerance, being one of the most important professional qualities of the leader of an educational organization, fully reflects the specifics of pedagogical activity. A tolerant leader objectively evaluates the personal qualities of teachers, understands their motivation well, carefully monitors the mood in the team, which allows him to successfully resolve conflicts or prevent them altogether. As a result, a friendly atmosphere is formed in the educational institution that inspires employees to make a feasible contribution to the improvement of the educational process, taking into account the socio-cultural and other differences inherent in different people, societies and cultures.

Currently society is going through difficult times. The destruction of traditional values, the violation of the continuity of generations gives rise to a deep spiritual crisis [11]. Under these conditions, the main task of education is to educate an independent creative person who understands the value of the diversity surrounding her, is ready to take responsibility, knows how to think critically and, most importantly, is able to accept the arguments of the opposite side.

The word «tolerance» comes from the Latin verb *tolero* («endure»). Scientists are still arguing about when the term appeared in the scientific literature. According to some researchers, the concept of «tolerance» was introduced at the turn of the 18th – 19th centuries by the French philosopher and politician Antoine Destutte de Tracy (it was he, by the way, who introduced the concept of «ideology»). Other authors believe that the term we are interested in became widespread only in the 20th century thanks to the work of the English biologist Peter Medawar, Nobel Prize winner [1, p. 5; 10]. The main meanings of the term «tolerance» are presented in Figure 1.

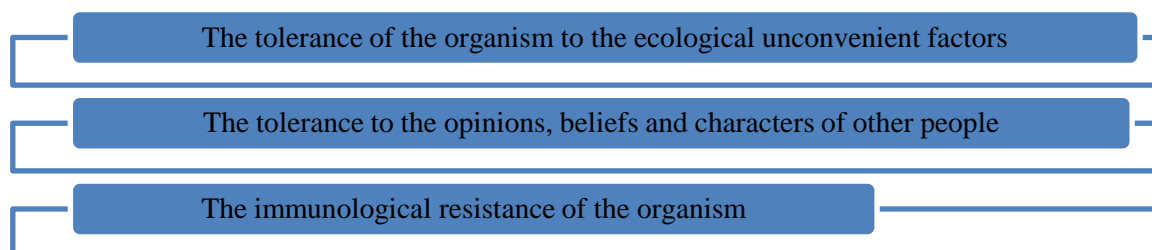


Figure 1. Meanings of the term «Tolerance» [2, p. 1341]

Despite of the widely usage of the concept «tolerance», it is important to understand the psychological value. Three definitions are given in psychological dictionaries to this notion (Fig. 2).

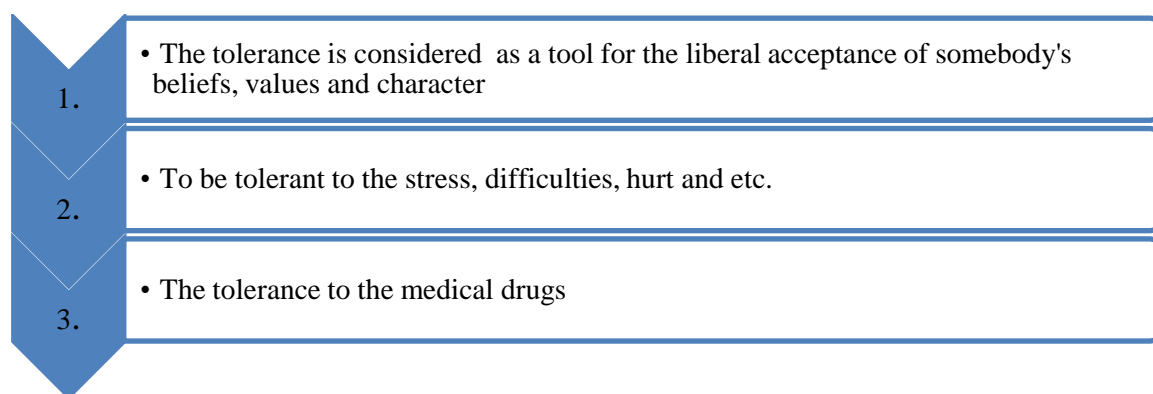


Figure 2. Psychological meanings of the term «Tolerance» [3, p. 361]

In pedagogy, the issue of tolerance has become important in connection with the reform of the system of education, the proclamation of the principles of humanism and the individual development of students. As you know, the basis of tolerance is mutual trust and understanding. It is these qualities that make it possible to resolve conflicts and overcome their consequences [4, p. 323; 12]. But tolerance also depends on many other factors – the principles and beliefs of a person, his upbringing, social practice, moods and values dominant in society.

According to E. V. Rybak, tolerance is an important professional quality that largely determines the position of a person in the labor market. This is due, in particular, to the fact that tolerance includes «personal qualities and their characteristics» [5, p. 135].

Tolerance is inseparable from the intellectual and creative development of man. One of the most important components of the tolerance of the leaders of educational organizations is the cognitive component, that is, the awareness of the complexity, scale and significance of the work entrusted to them. The term «cognitive» is interpreted as «relating to knowledge, associated with thinking» [6, p. 76].

The indicator of the cognitive component of tolerance among teachers, including heads of educational institutions, continues to be generally low. The behavior of teachers is still dominated by authoritarianism, categoricalness, conservatism, and the desire to impose their point of view on students. All this is a consequence of the traditional subject-object relationship in the educational process. Therefore, one of the most important tasks of pedagogical education is the expansion of tolerance among the teachers themselves, the formation of the ability for a deep and sensitive understanding (*empathy*) of other people, the ability to establish trusting relationships and cooperation with them.

The major manners of professional activity of leaders of educational organizations are professional communication with teachers. Taking into account the difficulties of the system of «Human – Personality» and the fact that it is foundation on the principle of feedback, heads need to improve his own style of action, which will be one of the main conditions for his pedagogical tolerance.

There are some styles of pedagogical activity:

- authoritarian;
- democratic;
- liberal [7, p. 204].

The leader, who uses *the authoritarian style* and opposes any initiative of subordinates cannot be tolerant.

The head of the educational organizations, applying *the democratic style*, skillfully receives the ideas and beginnings of teachers and organizes the search for decisions to difficulties, manages and helps to draw conclusions, improves in the circle of their work, as well as has pedagogical tolerance.

Exactly, this style of interaction that expands the motivation of workers, the correctness of the relationship among the subjects of education in the educational field and produces a sense of respect and esteem for each worker. A major feature of *the liberal style* of leadership is the shortage of a clear pedagogical position, so the solution of difficulties is frequently formal. Although the leader tries to understand the needs and suggestions of workers, he is not able to focus on their individual development, therefore, he cannot always be tolerant with workers.

There are two methods of developing the tolerance:

1) Tolerance as an opposite tool to intolerance – people are required to stop reactions such as aggressive, negative or hostile, people became more responsible. Such kind of concepts and restrictions are considered in the International standards of human rights, laws and school charters. These standards also require what social conditions are critical and what types of behavior should be avoided.

2) Building conditions for the implementation of human rights – in the case of education, it is the improvement of open-minded relations, interest in cultural variety, identification of various cultures, the ability to differentiate and act to solve injustice, also, to discover a way to constructively find an answer to conflicts and peacefully resolve the problems [7, p. 204].

The productiveness of the constructing of pedagogical tolerance can be defined by the degree of construction of the own style of heads of educational organizations – acmeological, reflexive, communicative and motivational-value [8, p. 21].

The acmeological style implies the relationship of leaders' and employees' which based on the working process and its professional development. This component guides the leaders to develop his professional skills and creativity.

The features of communication which is based on the system of «leader – employee» is effectively to reflect with *the reflexive style*. With this approach, the majority of setting a common aim expands, it is characterized that, the achievement of a common aim will be very fast if the working process will be done together. It is also a great help in finding decisions to different difficult situations in advance.

The communicative style is one of the most necessary item for chiefs in the construction of pedagogical tolerance. The own principles of leaders and employees should be organized correctly according to their activity. According to V. I. Slobodchikov and E. I. Isaev, communicative interaction does not happen in every organizational structure, but only in the community of united people «on the base of meanings and common values» [9, p. 48]. The components of a communicative leadership style are shown in Figure 3.

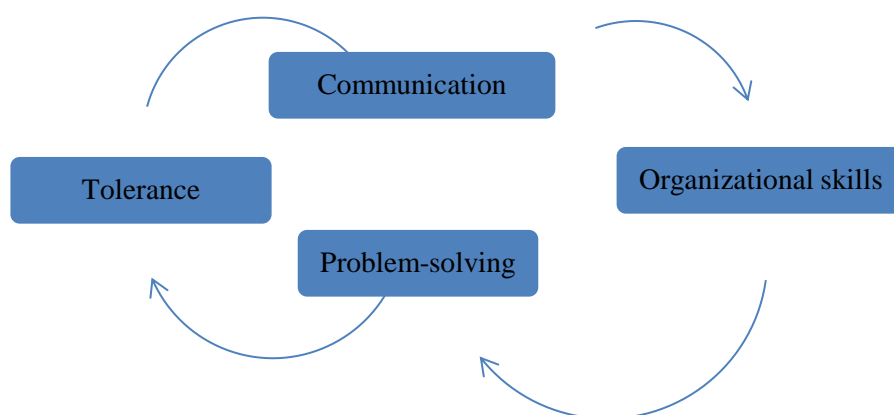


Figure 3. *The components of a communicative leadership style* [8]

We consider *the motivational-value style* of leadership as an important component of pedagogical tolerance and professionalism, since it contributes to the development of cultural and communicative competencies of the leader.

Thus, tolerance is not only an individual, but also a professional quality. The ability of a leader to «hear» and understand equally both teachers and students, maintain the proper mood in the team, appreciate the professional and individual qualities of each of the employees is the key to the success of an educational organization.

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