

PSYCHOLOGICAL CONDITIONS OF DEVELOPMENT OF CULTURE OF TOLERANCE IN BIOLOGY IN TEACHERS

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Annotation

The article presents the psychological conditions for the development of a culture of tolerance in biology in its teachers. Excessive inclusion of stereotypes in professional activities has been recognized as one of the causes of professional change. With work experience, stereotyped approaches are established, simplifying assessment, the list of ready-made solutions is absolved.

Keywords: teachers of future biology, tolerance, culture of tolerance, pedagogical-psychological possibilities of development, etc.

Introduction

Changes are manifested in the transfer of communication strategies and tactics that are useful at work to other, family and everyday communication. Changes in relationships and interpersonal communication, in particular, can be the result of the manifestation of the "fatigue" syndrome. In some cases, this represents increased dependence on others, negativism, emotional coldness, distance, cynical attitude towards communication partners (students, colleagues, clients, patients, etc.). It is important to apply them to interpersonal relationships, and their consideration is very important in an international environment.

The theory of professional and pedagogical changes at the individual level - a specific description of the teacher's qualities and characteristics; and at the level of professional activity - it is presented as a manifestation of mistakes and difficulties in pedagogical work. But the relationship between professional deformations and difficulties in professional communication is not fully described, although the importance of communicative competence in pedagogical work is very conscious and attracts the attention of researchers. The following are the professional pedagogical changes in the research:

- normative pragmatic level, characterized by pragmatic situational aspects of self-understanding (aggressive expressions are possible in communication, strict control over students is characteristic, extensive use of coercion system in professional activity);
- the level of self-confidence, personal income, comfort, reputation - actions determined by attention (indifferent to students, their opinions, interests, needs; self-esteem, as a rule, is overestimated) is characterized by;

- attitude towards students as "ours", well-read, "strong" students and "weak", "weak" students with average (low) knowledge and skills (authoritarian), making them as much as possible the desire to submit to influence, to assert one's superiority, to suppress someone's initiative; the tendency to be subjective in the assessment of academic activity) is characterized by the division into students.

Future biology teachers note a paradoxical situation: personal changes due to professional change (as a result of professionalism) threaten the future biology teacher with the loss of professionalism. The result of these changes is a sharp decrease or disappearance of the employee's creative approach to choosing ways to solve professional problems, the adequacy of the reaction disappears, communication becomes less flexible.

In many large enterprises, for example, in Japanese enterprises, therefore, in order to reduce the negative effects of professional changes that occur during long-term work in one place, to prevent the development of behavioral stereotypes, permanent staff turnover is adopted.

Formation of interpersonal relations between "teacher and student". Without denying the importance of functional role relationships that bring the necessary order to the interaction of education, one should not forget the importance of forming interpersonal relationships.

The teacher represents the academic subject: a negative or positive attitude towards him is transferred to the academic subject. The main options for interaction between the teacher and the student are highlighted with a direction sign.

Mutually positive relations are undoubtedly the most convenient option that ensures psychological compatibility of the interacting parties.

Mutually negative relations serve as mutually damaging, ineffective, conflicting. In order for a teacher (especially a young one) to find a common language with a student, it is necessary to take the position of not hoping for a momentary, favorable change in positive relations.

One-sided positive negative relationship. Students with negative attitudes expect the same attitude towards them. Therefore, inconsistency and bias of behavioral effects may arise. In order to prevent "tensions rise between", the teacher must eliminate himself by winning for the account. Students with negative attitudes expect the same attitude towards them. Therefore, the effects of inadequate, biased behavior should be taken into account. In order to avoid "escalation" of interpersonal conflict, teacher calculations should be considered.

In one-sided positive-positive interactions, if the oscillations between sympathy and antipathy are clear, then there must be an objective psychological basis for the implementation of cooperative relations. The behavior culture of the teacher, his tactics are important.

One-sided conflict-negative relations do not exclude agreement and constructive joint actions. However, the teacher must find ways to approach.

Impersonal relations (object to object) are pedagogically insufficient.

Recommended pedagogical technologies. A situation in which the teacher is open to interaction, the student is person-centered, and implements a democratic, stimulating method

of managing the educational process is achieved through person-centered education based on an activity-based approach. In such teaching, there is a subject-subject type, which is carried out in joint activities (as opposed to subject-object and object-object). At the same time, knowledge about the classification of pedagogical technologies (all, but first of all, active elements of the educational process (a system of scientifically based actions of its participants, the implementation of which leads to the achievement of educational goals with a high level of guarantee) it is recommended to take into account [4].

According to the management style (this is the topic we are considering), pedagogical technologies are authoritarian (strict organization of children's lives, suppressing the initiative and independence of students); Didactocentric (priority of education over education); person-oriented (the basis of education is the person of the child. Cooperation technologies within the framework of modern forward-looking technologies that are person-oriented (they strive for democracy, equality, partnership, subject-subject relations); free educational technologies (child focusing on giving freedom of choice, independence in his life) stands out.

Recommendations on the formation of a teacher's attitude of tolerance. It is recognized that there is a connection between the personal characteristics of teachers, their professional and pedagogical skills, and the methods of eliminating or minimizing their professional and pedagogical changes.

At the same time, the following: - values-goals or terminal, defined as what a person strives for in his life or what he considers to be the main thing; - values are the leading principles of human life, such as means or instrumental means, which are considered as a preferred method of action by a person [8].

Personal values determine how one should behave, what are the necessary situations or lifestyles, and whether they are worthy or unworthy to meet and pursue. Target values include: love, friendship, good friends, freedom, self-confidence, life wisdom, active life, health, development, knowledge, interesting work, productive life, happiness of others, creativity, financially secure life, happy family life, beauty, nature, art, public recognition, entertainment, etc. Valuable tools include: honesty, cheerfulness, good breeding, broad-mindedness, tolerance, education, responsibility, independence, sensitivity, strong will, self-control, rationalism, courage in defending views, efficiency, accuracy, include hard work, high demands, intolerance of shortcomings.

Such a "tolerance index" should be expected to be different for high and low tolerance teachers [8, 101 b]. High tolerant individuals consider humanistic values more important, while low tolerant individuals consider achievement and self-affirmation values more important. According to some researchers of tolerance, high tolerance individuals are focused on other people (they consider honesty, broad-mindedness, sensitivity, tolerance as necessary principles in interaction with others), and low tolerance is pain, their levels depend on

themselves. and they do not understand the importance of education, independence, courage to stand behind opinions, strong will, and above all, tolerance.

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