SCIENTIFIC AND THEORETICAL BASES OF DEVELOPING THE CULTURE OF TOLERANCE IN HIGHER EDUCATION BIOLOGY TEACHERS

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Annotation

It is considered an interesting and purposeful step for the formation of tolerance attitudes of teachers and the Prevention of professional pedagogical changes. After all, understanding oneself as a person who is not tolerant/intolerant represents the first step towards overcoming them, while acknowledging the existence of professional changes.

Keywords: higher education, biology, biology teachers, tolerance culture, tolerance culture development, etc.

Introduction

The effectiveness of pedagogical communication is ensured by the formed communicative skills, that is, the ability to use personal skills to achieve a communicative goal, and having the "technology" of verbal and non-verbal communication and communication.

The implementation of the teacher's communicative competence largely depends on his attitude towards students. In addition to knowledge, breadth of scientific horizon, modern nature of scientific knowledge, the teacher should have personal qualities that determine his psychological capabilities, in addition to cooperation and tolerance, the following:

- compatibility - acceptance of a certain position of students, sincerity and openness to them;
- creativity - the ability to react creatively and quickly in non-standard situations, unique artistry, the ability to attract, sometimes to be neutral with humor;
- offer - the ability to influence the emotional sphere of students, create a comfortable environment, a friendly microclimate;
- the skill of reflection consists of introspection of one's actions, self-control in the process of communication.

The teacher's attention should be drawn to the verbal and non-verbal manifestations of changes, which clearly indicate the emergence of the latter. Pedagogical speech etiquette is clearly manifested in linguodidactic speech and the teacher's non-verbal behavior.

In our opinion, the desire to cooperate with students/students is pedagogical etiquette - in the course of ethics - the interaction of "adults", the ability to engage in teamwork, overcoming the fear of indifference and mental "costs", "dialogue with initiative" installation, striving for lively, expressive, creative speech, overcoming the negative layers of the communication style, the ability and desire to find the "key" for each student as an individual should be clear.

The teacher's gesture should be limited and unrestricted, without sharp strokes and sharp angles. Circular gestures and stingy gestures are preferred.

The first group includes the most universal gestures of daily interpersonal communication, for example: greeting and farewell, etiquette; attracting attention; includes signs such as prohibition or permission, agreement or objection. Gestures of the first group can replace forms of speech: they are clearly understood outside the context of speech. Well-known gestures-symbols can also be included in the same group.

The second group includes gestures that are organically included in the speech context. Their use is conditioned by practical expediency, the appearance of non-verbal means of information transfer (with the condition of semantic adequacy). For example, a gesture indicating the size or shape of an object may replace a longer and less expressive verbal explanation ("such a large, unusually sized object").

The main functions of gestures of pedagogical communication are regulation, pointing, visual, reaction. Observations showed that the regulatory function of the teacher's gestures is that the teacher controls the behavior of students in the classroom with certain gestures (for example, a finger on the lips is a demand for silence); the function of the directions is that actions replace a set of verbal pedagogical clicks (for example, raised hands) related to the organization of student activities. direction of one of the students, "answer", "go on", "what do you do can you do?" and so on.); figurative function is used to fill in the meanings of words (for example, movements of hands (fingers) showing size, shape, etc.); the reaction function occurs when the actions are a means of establishing communication (for example, the index finger up - "this is very important!").

A person is characterized by a desire for informal communication filled with personal meaning. It may not always be effective - it depends on many things, it depends on the desire to understand your partner, focus on him, as well as communication techniques (from communication methods, communication skills).

The teacher's professional activity is usually characterized by a combination of formal and informal, interpersonal, communication. The degree of formality/formality is evident in the control of students' knowledge, skills and competences.

Thus, the use of written and "machine" forms of management means strengthening formal aspects; verbal control, that is, face-to-face conversation, conversation, communication approaches informal. It is more difficult for the teacher - not only in terms of time spent, but also in terms of psychological stress: but, as a rule, it is considered more effective. Evaluation of the written text (in the current, critical stage, final control), without revealing its meaning in the conversation with the student, reinforces formal moments; conversation (including writing), understanding, the movement of student thoughts, reinforces the informal aspects of communication, and of course brings more benefits.

The transition from formal to informal communication (and vice versa) is also influenced by the mutual location of the communicants. Psychologists do it like this:

- placement on a nearby table contributes to (and corresponds to) cooperation, joint work;

- placing diagonally, has a very calm conversation through the corner;

- they emphasize that face-to-face placement across the table increases tension and mutual control.

In other words, in the classroom, in the educational process, it is necessary to strive for dialogue between the culture of language, speech and behavior.

The vocabulary of pedagogical tolerance communication terms, which should be in the entry zone of every modern teacher, is designed to contribute to the formation of pedagogical tolerance communication skills.

Dictionary of pedagogical tolerance communication terms.

Authoritarian (directive) method of teaching is a method that implies high centralization of power, unity of command in decision-making and strict control of students' activities.

Aggression is individual or collective behavior aimed at physical or psychological harm or destruction of another person or group of people.

External tolerance represents a formed belief that helps a person to have his own position, to consider a conflict situation from different points of view, to take into account different aspects and arguments.

Internal tolerance is the ability to maintain balance in a conflict situation, make a decision and act in this situation.

The humanitarian style of communication is a style of communication that aims to change the perceptions of both communication partners together, and includes the satisfaction of human needs such as understanding, sympathy, and mutual cooperation.

The democratic (collegial) style of communication is based on collective discussion of the most important issues and collective responsibility. This method of communication encourages students' initiative and helps to create a comfortable psychological environment.

Intolerance communication is when one or both of the interlocutors is the subject of intolerance communication, when one or both partners with different levels of awareness ignore the needs of the other, show misunderstanding, and prevent the achievement of communication goals, as a result of which one or both partners experience intense emotional experiences. The most common cases of intolerance are cases of "restriction", "rejection", "accusation", "insult".

Communication, in a broad sense, is the exchange of information between individuals through a common system of symbols. Communication can be done through verbal and non-verbal means. Communication in the activity approach is a joint activity of communication participants (communicants), during which a common point of view is developed.

Compromise is a strategy of behavior in a conflict, which is determined by the desire of the opponents to end the conflict with partial concessions. The compromise is as follows: the

opponent understands that he and his opponent have the same opportunities; it is effective in such cases as the presence of mutually exclusive interests, the threat of losing everything.

Interpersonal conflict is an interaction between individuals (for example, teacher-student) in a social and psychological process.

Motivation is the process of motivating yourself and others to work toward personal goals and organizational goals.

Pedagogy of tolerance: 1) the unifying principle of all advanced teachers who protect human rights in educational institutions, do not resolve conflicts and conflicts in education with violence, do not accept various forms of aggression in educational organizations; 2) an independent direction organized on the basis of a number of principles: firstly, to determine the methodological foundations of tolerance and tolerance, which reveal the essence of tolerance and tolerance as humanistic values, and secondly, the essence of tolerance and tolerance, the psychological conditions of their development, the principles of tolerance and tolerance and the tolerance interaction is determined.

Pedagogical culture includes the whole system of values for the younger generation of historically established mechanisms for the transmission of scientific knowledge and spiritual knowledge in society. There are three approaches to understanding the nature of culture in pedagogy: axiological, activity and personal.

From a personal and personal point of view, pedagogical culture is understood as a professional activity as an important characteristic of a teacher's personality in this field. It is one of the components of communicative pedagogical culture.

Professional changes represent changes in personal qualities and characteristics (perception stereotypes, value orientations, description, communication and behavior methods) under the influence of a certain professional activity.

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