

Tolerance as an Important Component of Professional Competence of the Graduate of the Teacher's Institute

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Abstract

Background/Objectives: The purpose of the present article is to substantiate students' professional competences in the field of multicultural education of children and formation of principles of tolerance. **Methods/Statistical Analysis:** To justify the proposed approach, we offer the course "Formation of tolerance among preschool children". We have conducted survey among the students at the beginning and the end of this course. We adhere to the principles of "human security" concept as a new avenue in the international and national security, and are involved in the UNESCO project on the International Decade for a Culture of Peace and Non-Violence. **Findings:** The article substantiates the working system of the university in multicultural education. The activities of the Department on International Relations, Institute of Oriental Studies, University of the Arctic, UNESCO chair, French Resource Center, the scholarship programs of the French Embassy, the German Academic Exchange Service (DAAD), the Fulbright program, the "Aurora" project, involving cooperation with universities in Europe, and the on-line learning programs of foreign universities are aimed at development of academic mobility of students and teachers. Challenging research on intercultural communication is carried out in the scientific school of "Self-development in a Multilingual Environment". North-Eastern Federal University is a member institution of the University of the Arctic - International Open University, which aims at cooperation of the universities of the Arctic region of the world. In the framework of the University of the Arctic, more than 100 students participated in the exchange program "North to North", having the opportunity to study in foreign universities. **Application/Improvements:** Multicultural education system in vocational education will allow for quality training of students, formation of civil stance in future teachers aimed at training tolerance, respect between peoples, peace, friendship, solidarity.

Keywords: Academic Mobility, Culture of Peace, Cultural Interference, Intercultural Communication, Multilingual Environment, Multicultural Education, Tolerance

1. Introduction

The urgency of the problem on forming tolerance of a person is enhanced by the deterioration of the political situation in the world, where society is torn by conflicts and aggression. From TV screens we see wars and destructions, killing of civilians, and the flows of migrants. All these realities of our time have a negative impact on the moral development of today's youth and destroy their world view. It is therefore extremely important to pay special attention to the multicultural education of youth¹⁻⁶.

2. Materials and Methods

Civic-mindedness of students, future teachers, should be focused on peace on the Earth, respect for peoples, friendship and solidarity in accordance with the principles of UNESCO. As stated in the UNESCO "Declaration of Principles on Tolerance", education should promote the values and relationships that encourage respect for human rights, the creation of a culture of peace and democracy⁷.

Thanks to the efforts of UNESCO, a project of the international decade for a culture of peace and non-violence has been successfully conducted. As a result of

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cooperation between the UN and UNICEF in promoting education at all levels that encourage a culture of peace and non-violence, the concept of "Human Security" was adopted as a new challenge in the international and national security⁸.

3. Results and Discussion

The North-Eastern Federal University (NEFU) is carrying out a great work towards interculturally-oriented teaching of foreign languages. The activities of the Department of International Relations, Institute of the East, University of the Arctic, UNESCO chair, French resource center of the scholarship programs of the French Embassy, the German DAAD service, Fulbright program, "Aurora" project, which includes cooperation with universities in Europe, and the network educational programs with foreign universities, are aimed at development of academic mobility of students and teachers. The NEFU is conducting challenging research on intercultural communication in the scientific school of "Self-development of a personality in a multilingual environment". The NEFU is a member of the University of the Arctic - international open university, which aims at cooperation between the universities of the Arctic region of the world. In the framework of the activities of the University of the Arctic, more than 100 students took part in the exchange program "North to North", having the opportunity to study in foreign universities. Students gain not only linguistic knowledge in the target language country, but also conduct research comparing the culture and the education system in our Republic with those in the visited countries. Thus, Sahayana Gotovtseva, the 4th year student of the Teacher's Institute, after studying at the Saami University in Norway published an article in the "International student forum – 2015" on the topic of "Comparative analysis of ethno-pedagogical traditions of children' education of the Sakha and the Saami peoplehoods".

It should be noted that the problem of intercultural communication is seen most often in the course of teaching foreign languages taking into account "social and cultural traditions of co-studied languages and cultures". Nowadays, the field of intercultural communication greatly expands and goes beyond the scope of educational process. Migration of population has led to the fact that in everyday life we are confronted with other cultures. Unfortunately, cultural interference is observed often

during communication between representatives of different cultures According to R. Lado, culture is a structured system of the predicted behavior of native speakers, which does not extend its action across the borders of cultures⁹.

Therefore, in such cases it is important to maintain tolerance. The researchers W. Schirmer, L. Weidenstedt and W. Reich, when analyzing different connotations to the definitions of tolerance, have come to the conclusion that people in any case and under any circumstances must adhere to tolerance and accept the presence of an object of tolerance in our environment, as well as their habits, cultural assumption and opinions¹⁰.

We believe that objectively there is a need for mainstreaming attention to the problem of formation of tolerance at all educational levels, starting with pre-school education up to higher education, implementing various courses to promote tolerance into the educational programs¹¹⁻¹⁴. This is especially necessary for preparation of bachelors in a major of "Pedagogical education". To prepare students for work on promotion of tolerance in students we have introduced into the teachers' undergraduate curriculum a special course entitled "Formation of tolerance in children of preschool age". Questioning and conversation with students at the beginning of the course showed that students have little idea about the work organization with children in terms of multicultural education. Most of them never thought about it due to the fact that both at school and the Institute they study in homogeneous national environment. And only during the teaching practicum in Yakutsk, they found themselves in a multicultural environment and realized the continuing relevance of training in this area. Also the students have not thought whether they are tolerant themselves. After all, to teach children tolerance teachers themselves must be tolerant. The course involves the trainings in tolerance, familiarization with the intercultural communication theory, and peculiarities when working with children to promote their tolerance.

4. Conclusion

Thus, tolerance is a value, necessary and fundamental for the implementation of human rights and reaching peace. And there is an urgent need in teachers, having competences in formation of the principles of tolerance in children.

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