Organizational Specifics of the Process of Development of Senior School Children's Ethnic Tolerance Competence

Batima Beksultanovna Daumova, Bibigul Mazanovna Utegenova and Botagoz Shakirovna Bajmuhambetova

Kostanay State Pedagogical Institute, Taran St.118, Kostanay, Kostanay region, 110000 Kazakhstan

Abstract: The article covers pressing problem of inter-cultural dialog and capability to accept different cultural strata, language, ethno-psychological specifics in global society that is necessary for every person. Pressing character of the problem defines the content of the article. The authors clarify categoric terms, concepts. The main concept in this context is tolerance. The authors discover substantial base of this concept basing on vast factual and theoretic material and derive the key idea of the article that is modeling and realization of the process of development of senior school children ethnic tolerance competency. The authors also give characteristic of the main components of ethnic tolerance competency and their main indicators and signs. The authors stress the necessity of system approach that is manifested as aggregate of interconnected and correlated system components. It includes target orientation, methodological tools, structural and technological aspect, practical effectiveness of the process of development of senior school children ethnic tolerance competency.

Key words: Tolerance • Competence • System approach • Culture • Methodological tools

INTRODUCTION

The processes of inter-cultural interaction and common understanding of the peoples are becoming the processes of global scope. In is caused by migration processes problems and by the problems of inter-cultural interaction and common understanding of peoples of Asia, Europe and America. Sharpening of international and inter-confessional conflicts is observed more frequently as well as manifestations of nationalistic extremism and terrorism [1-6].

According to Stockholm International Peace Research Institute (SIPRI) more than 70% of all military conflicts in the end of XX century were inter-ethnic. Considering today realm one of the most important substantial concepts that reflects complicated processes of global civilization development now is tolerance.

On international level tolerance is accepted as the norm of inter-ethnic and inter-confessional relations. This fact is reflected in the “Declaration of tolerance principles” signed in November, 1995 by 185 states-members of UNESCO and in “Millennium declaration” accepted by the UN General Assembly in September, 2000. This declaration defines personal freedom, equality, indulgence as fundamental values of mankind. First decade of XXI century was declared as “International decade of culture of peace and nonviolence for the sake of children of the Planet” [7].

Despite the absence of international strives and conflicts attention to harmonization of ethnic relations is especially actual for modern Kazakhstan with more that 140 ethnoses and 40 confessions. It is caused by the fact that in complicated situation of social and cultural disintegration preserving of national and cultural peculiarities of different nations and ethnoses does not contradict the idea of creation of united ethnic tolerant cultural space of Kazakhstan and is a part of national policy of the republic [8].

Strengthening of international agreement has been called one of the most important tasks in the President's Message N.A. Nazarbayev to the people of Kazakhstan called “New decade- new economic rise-new possibilities
of Kazakhstan”. The Doctrine of national unity and other basic documents have passed in Kazakhstan.

“It is impossible to have common fate without development of mutual future. With independence we got historical chance to build our country together” [9].

So one of the most important components of educational and pedagogical process in comprehensive school is of development of ethnic tolerance as the foundation of civil agreement in democratic republic that promote unity of ethnoses and helps to avoid common threads of mankind such as egocentrism, nationalism, chauvinism.

Main Body: Substantial characteristic of the concept of “ethnic tolerance competency” implies existence of mutual world outlook and motivating base for interacting ethnoses, obtaining full common understanding that is not only understanding of the other ethnic subject but its attitude to itself as equal partner in intercourse, constant interaction, search for possibilities for coincidence of interests of interacting ethnic subjects [10]. The structure if ethnic tolerance competence of senior school children includes the following components:

- Cognitive, based on Қорғатоо inter-ethnic awareness, idea and knowledge of the ways of understanding and acceptance of the other and ethnic ұстанымқа;
- Social-perceptive, that manifests itself in mutual interest to culture of the other ethnoses, value orientations, need for inter-ethnic intercourse;
- Activity based (behavioral), that is based on ability to regulate emotional state, flexibility in overcoming ethnic stereotypes, experience of ethnic tolerant behavior in educational process and cultural and entertaining activity;
- Social-правоведіні, that manifests itself in respect to the law, culture, democracy, in high civic activity and development were the project: “I am kazakh. I am Russian (Ukrainian, Belarusian, Armenian)”.

Research had been carried out in natural conditions of educational process of schools of the city of Kostanai and the village Auliekol of Kazakhstan. 1032 students of 10th grade of Kostanai and Auliekol schools took part in the research.

In the scope of research we analyzed school educational programs in different disciplines studied by senior students, attended classes and extracurricular events organized by teachers.

The following may be noted summarizing the results of state diagnostics of analyzed quality of personality of senior students:

Forms and methods of ethnic tolerant education have traditional character and has low impact of development of ethnic tolerance of school children.

The characteristic of indicators of cognitive, emotional and motivating and behavioral criteria show that development of ethnic tolerant competence of senior school children has complicated and contradictory character. On one hand, students has such target as getting ethnic and cultural knowledge, on the other hand, interest to the other ethnoses’ culture is not expressed. On one hand, answers of students demonstrate respect to the laws of Kazakhstan, to the culture of ethnoses, on the other hand, most of students have no positive social motivation to inter-ethnic interaction, etc.

These conclusions laid the foundation to organization of experimental work aimed on the main development of ethnic tolerance competency of senior school children.

Effective form of ethnic tolerance development is class-creative laboratory. It allowed effective reconstructing of situations when senior students had to think about panhuman values. After reading provided citations children has to create the model of historical awareness, idea and knowledge of the ways of means that form world view of a person. They have to give the answer basing on video clips providing its schematic presentation. Representatives of each micro-group in interactive white-board demonstrated their schemes. Material developed by these groups was united and added resulting in development of unite informational product. Students got the experience of public speeches, their self-evaluation grew because the experience of using computer is one of the key element of today youth culture.

Using the methods of class project allowed developing skills of cooperation, activity and initiative development. The most valuable for ethnic tolerance development were the project: “I am kazakh. I am Russian (Ukrainian, Belarusian, Armenian)”.

Classes of the course of choice “Kazakhstan is motherland of all its citizens passed in unconstrained psychologically comfort atmosphere. Each time a student had a question or felt some problems difficult for understanding could ask the teacher. In turn the teacher played the role of consultant, tutor, trainer, instructor, etc.

Course content integrated educational possibilities of educational process in school and extracurricular activity of senior school children and enrich ethnic tolerant consciousness of students and the experience of ethnic tolerant behavior.
Table 1: Dynamics of developing of ethnic tolerant behavior technique by senior school children

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of students</th>
<th>Low level Before</th>
<th>Low level After</th>
<th>Medium level Before</th>
<th>Medium level After</th>
<th>High level Before</th>
<th>High level After</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG₁</td>
<td>46</td>
<td>43.5</td>
<td>34.8</td>
<td>43.5</td>
<td>47.8</td>
<td>13.0</td>
<td>17.4</td>
</tr>
<tr>
<td>KG₂</td>
<td>48</td>
<td>42</td>
<td>37.5</td>
<td>50.0</td>
<td>50.0</td>
<td>8.3</td>
<td>12.5</td>
</tr>
<tr>
<td>AG₁</td>
<td>46</td>
<td>47.8</td>
<td>21.7</td>
<td>39.1</td>
<td>43.5</td>
<td>13.0</td>
<td>34.78</td>
</tr>
<tr>
<td>AG₂</td>
<td>48</td>
<td>41.7</td>
<td>16.7</td>
<td>45.8</td>
<td>45.8</td>
<td>12.5</td>
<td>37.5</td>
</tr>
</tbody>
</table>

CONCLUSION

Solving problems of development of ethnic tolerant competency of senior school children gave the following results:

- System theoretic training: awareness of basics of ethnic culture, ethnic policy, tolerant interaction in society, awareness of global shifts in society.
- Positive dynamics of the levels of ethnic tolerant competency of school children in each criterium and in aggregate of social valuable moral personality characteristics that support adaptation in poly-ethnic society.
- Reliable civic stand and maturity of social identity of personality.
- Target, substantial and activity components realize the function of development of ethnic tolerant competency in integrating of ethnic and tolerant space of school and society.

Effectiveness may be illustrated by one of indicators (see Table 1).

Table data shows that all components of developed pedagogical system are aimed on making students aware of ethic norms in poly-ethnic environment and stimulating them to satisfy them. That should prevent them from mistakes in different situations of inter-ethnic interaction or to reduce negative results like conflicts and international hostility of possible mistakes.

Resume. Development of ethnic tolerant competence of school children are disclosed in educational targets on ethnic tolerance in educational and extracurricular activity, in development of integrated ethnic tolerant space that support including the subjects of education in inter-ethnic communication and social partnership with social national and cultural organizations, in objective evaluation of indicators of cognitive, emotional and motivating and activity based criteria of ethnic tolerance competence of school children.

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