

## MOTIVATIONAL AND VALUABLE ORIENTATION OF TEACHERS AS A CONDITION TO FORM STUDENTS TOLERANT BEHAVIOR

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The relevance of the study is conditioned by the objective necessity to form students' ability to tolerant behavior. The purpose of the paper is to characterize the motivation and the valuable orientation of teachers to inculcate students' ability to tolerant behavior. The guiding principle of the study is the principle of synergy that enables to consider motivation and valuable orientation as a synergistic integrity of personal dispositions and outer-stimulating motivation. The study involves 500 teachers who showed professional and pedagogical errors of cognitive, qualification and competence and subjective nature in the process of formation of students' ability to tolerant behavior, found Criteria and levels of motivation and valuable orientation of teachers. The main results of the study are to identify the structure-forming components of motivational-valuable orientation of teachers (personal dispositions and outer-stimulating motivation); allocation of value, motivational, knowledge, activity-related characteristics of motivation and value orientation of teachers. The significance of the results obtained is that the identification of the structure-forming components of motivational-valuable orientation of teachers determines the selection and structuring of the content of improving their qualifications. The synergistic interaction of valuable, motivational, knowledge, activity-related characteristics of teachers' motivation and valuable orientation contributes to the formation of motivational and target resonance manifested in coincidence of the personal goals with demands of society to form students' ability to tolerant behavior.

**Keywords:** Tolerant behavior of students, synergy principle, motivation and valuable orientation.

### INTRODUCTION

The relevance of the study is conditioned by the objective necessity to form students' ability to tolerant behavior. The content of tolerant behavior is the system integrity of the qualities and abilities of the individual, ensuring the formation of focus on the assimilation and implementation of social norm of mutual understanding and

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constructive cooperation with the other people and the formation of readiness for acceptance, sustainability and conscious actions on the basis of consensus and social partnership (Vasiljev, 2000; Fayzullina, 2015; Zheltukhina et al., 2016). Positioning of education as a socially significant blessing and purposeful process of education and training, carried out in the interests of the individual, family, society and the state, demanded the development of teachers' personal qualities that reflect the totality of motives and values of tolerant behavior as social norm and ensure the effectiveness of purposeful impact on students (Arendachuk, 2010). Motives (as founding of the deed) are always caused by internal things and depend on external factors (environment). This is due to the fact that living in a society people depend in their decisions and actions of the influence of the environment (Ilyin, 2000). The dynamic process of formation of the motive - is the motivation. Values are the most important characteristic of the person, as they determine the relationship and interaction with the outside world, dictate and regulate human behavior. It is the values play a major role in the regulation of human social behavior, including the disposition of the person, its attitudes, motives, interests, and even the "sense of life" (Burtovaya, 2015). The process of formation of values is associated with socialization, which knows no age limits (Petrova et al., 2016 Fayzullina & Saglam, 2016). University Teachers carry out research and teaching activities, giving students focused and indirect impact (Podlesnov, 2014). Motivational-valuable orientation of teachers provides the efficiency of formation of common cultural and professional competencies of students (Milevich & Milevich, 2009). The purpose of the paper is to characterize the motivation and the valuable orientation of teachers to inculcate in students the ability to tolerant behavior.

### **RESEARCH METHODOLOGY**

The guiding principle of the study is the principle of synergy that allows considering of motivation and valuable orientation as a synergistic integrity of personal dispositions and outer-stimulating motivation. Synergy is an expression of the objective essence and the driving force of existence, development and self-development of all systems of life, the source of their life (Milevich & Milevich, 2009; Kalimullina, 2013). Russian scientists N.M. Talanchuk (1998) in 1998 developed natural synergetic concept and the theory of education as a system of oriented human studies. Justifying his concept, N.M. Talanchuk (1998) writes that the formation and the development of personality is a system-synergy (systemically-social) process that ensures the interaction of the following principles: targeted education, self-education of identity, the effects on the individual by social and educational infrastructure of the society and its communities. We believe that the basis for the formation of students' ability to tolerant behavior should be the concept of the educational interaction between

teacher and students, proclaiming that the educational effect is not the influence of the teacher on students but synergy of their interaction, which is the driving force of the development of the individual student and the educational system. The effectiveness of such interaction is due to the motivational- valuable orientation of the teacher.

## **RESULTS**

The main results of this study are: 1) the structure-forming components of motivational-valuable orientation of teachers; 2) experimental verification of the effectiveness of formation of motivation and valuable orientation of teachers to inculcate in students the ability to tolerant behavior.

### **STRUCTURE-FORMING COMPONENTS OF THE MOTIVATIONAL AND VALUABLE ORIENTATION OF TEACHERS**

It is found that the structure-forming components of motivational-valuable orientation of teachers are personal dispositions and outer-stimulating motivation. The dispositions of the individual are fixed in its social experience the predispositions to perceive and assess the conditions of activity, as well as to act in a certain way under these conditions (Yadov, 2013). It is found that the personal dispositions unite stance, the direction of interest, valuable orientation, social attitude, subjective attitude, the dominant motivation, subjective meaning of action. Outer-stimulating motivation is a combination of circumstances, conditions, situations that become important for motivation only when they become meaningful for a person to meet the needs, desires. External motivators may take the form of requests, advice, orders, permits, consents, offers, recruitment, requirements, suggestions, problem statement, order, regulation, etc. and take on the character of informing, instructing, encouraging and prohibition (interdiction). It is found that the external motivators in the form of requirements, formulation of the problem, order, regulation, recruitment are mandatory. Motivators in the form of requests, advice, permission, consent, suggestions, inculcation - conciliation.

It is found that the synergistic integrity outer-stimulating motivation with personal dispositions and provides motivation and valuable orientation of teachers. The synergistic interaction of personal dispositions and external motivators, firstly, ensure the effectiveness of professional-pedagogical activity of teachers in the process of formation of students' ability to tolerant behavior (Shcherbakova, 2012). Secondly, it enables to select valuable, motivational, knowledge, activity-related characteristics of motivation and valuable orientation of teachers on the formation of the ability to tolerant behavior of students (Tenitilov, 2010) (see. Table 1).

TABLE 1: STRUCTURE-FORMING COMPONENTS AND CHARACTERISTICS OF MOTIVATIONAL-VALUABLE ORIENTATION OF TEACHERS ON INCULCATING STUDENTS' ABILITY TO TOLERANT BEHAVIOR.

| Components            | Characteristics  |   |   |
|-----------------------|--|---|---|
|                       | valuable   | motivational  | knowledge   |
| personal dispositions | tolerance, patience, support, acceptance, humanity, mutual understanding, equality of communication, altruism, sustainability, individuality, democracy, security, freedom | the interests of another person, commitment to the generous support, the need for security, the recognition of universal human rights and freedoms, internalty, focus on social justice, desire to be protected   | awareness of the diversity of cultures, forms of expression and ways of being human; independent thinking; knowledge and understanding of the principles of tolerance   |
| external motivators   | rule of law, civil society, cooperation, dialogue, Respect for and observance of the rights and freedoms of citizens, self-realization.                                    | duty to act in accordance with the principles of justice and humanity; decision to protect the interests, rights and freedoms of students in the educational process; focus on performing professional-pedagogical tasks in accordance with the norms of morality and Ethics; intention on reflexive interaction with the students to form their capacity for tolerant behavior | adherence to humane standards of conduct; possession cooperation methods of interaction; the ability to prevent conflicts, promote understanding, dialogue-free, form relationships of openness; skills of solidarity actions, counter anti-tolerant behavior; willingness to tolerant perception of social and cultural differences skills in selection and structuring of educational material, revealing the essence of tolerant behavior; knowledge of methods of pedagogical support of formation of tolerant behavior; the ability to project and implement individual educational routes of students |

Table 1 show that personal dispositions and external motivators as components of motivational and valuable orientation of teachers are characterized by a synergetic integrity of values, motivations, knowledge, abilities and skills. Life is based argues N.M. Talanchuk (1998), at an appropriate harmony and synergy, rather than fight of the contradictions.

**Experimental verification of the effectiveness of motivational-valuable orientation of teachers on the formation of students' ability to tolerant behavior**

Experimental verification took place from 2014 to 2016 in several stages: ascertaining, forming and controlling (Terentyeva, Pugacheva & Lunev, 2015). The study involves 500 teachers who showed professional and pedagogical errors of cognitive, qualification and competence and subjective nature in the process of formation of students' ability to tolerant behavior, found Criteria and levels of motivation and valuable orientation of teachers.

The aim of ascertaining stage was to identify professional and pedagogical mistakes in the process of formation of students' ability to tolerant behavior. Under the professionally-pedagogical errors we understand unintentional wrong actions that violate the rules of professional-pedagogical activity, thereby the expected results are not achieved. In the teachers' survey professionally-pedagogical errors of cognitive character were identified (not a true representation of the process of formation of ability to tolerant behavior), qualification and competence (limited understanding of the methods, the means of formation of ability to tolerant behavior) and subjective, manifested in dictatorial, non-contact, authoritarian, inflexible types of interaction with the students. It is found that professional and pedagogical errors lead to disorientation when pedagogical strategy of the university's activity and the instability of their own professional and educational activities (Lunev & Pugacheva, 2013). Development of pedagogical situation occurs through a random selection of one of several acceptable possibilities of further evolution of professional-pedagogical activity at bifurcation points. Such random selection may be wrong. So a fortuity and as result its adoption of erroneous pedagogical solutions is not an unfortunate misunderstanding, they are naturally built into the structure of the professional-pedagogical activity (Yuzefavichus, 2008). It is found that professional and pedagogical errors lead to instability of the formation of the ability of students' tolerant behavior and, accordingly, its ineffectiveness.

In the formative stage, a special program was developed for the development of motivation and valuable orientation of teachers to inculcate in students the ability to tolerant behavior. Under this program, scientific and methodological activities were carried out with the teachers. First - it is scientific-methodical seminars where the essence of a tolerant behavior as common cultural competence of students was analyzed; methods of formation of tolerant behavior were discussed. Second - round tables to discuss the integrated study course "Tolerance and Intolerance",

collections of case studies with solutions. The survey of teachers conducted after their participation in the scientific and methodological activities, shows that 96% are convinced of the necessity for purposeful support of students in the process of forming ability of tolerant behavior. The main forms of support for teachers are called: consultations (94%), the construction of individual educational routes of students (89%). The set of methods to support teachers includes a positive example (98%), biographical method (95%), the organization of debates, business games shares (95%), and creating situations of choice of behavioral patterns (91%).

The purpose of the control phase is to identify knowledge, motivational, valuable, and activity-related criteria and description of levels of motivational and valuable orientation of teachers, which is shown in Table 2.

Table 2 shows that between the levels of motivational and valuable orientation of teachers the common characteristics and differences are taking place. These differences and determine the nature of the professional-pedagogical mistakes in the process of formation of students' ability to tolerant behavior.

## DISCUSSIONS

The study of literature indicates on the presence of a theoretical framework on the issue of the formation of students the ability to tolerant behavior. It is found that tolerance is a complex, multi-faceted and multi-component phenomenon that has several lines of display and development, which may be called its base dimensions (Walzer, 2000; Soldatova, Shaigerova & Sharova, 2001). Considering the tolerance from the standpoint of psychology, S.L. Bratchenko (2001) defines it as the ability to distinguish and recognize the boundaries of a particular kind (moral, legal, psychological) and the ability to act constructively in borderline situations, resolve conflicts, coordinate positions, to cooperate. A.A. Korableva (2013) defines tolerance as an integrative quality of the person, reflecting an active moral position and readiness for constructive cooperation with individuals and groups, regardless of their national, social, religious affiliation, beliefs, ideology, way of thinking and behavioral type (excluding antisocial manifestations of consciousness and behavior). M.B. Skvortsov (1997) notes that tolerance is a deep understanding of the need of another, differences and peculiarities as the moments of the whole. The effectiveness of tolerance, according to the scientist, depends on the compliance of its shape with the character of the dominant type of consciousness (mythological, religious, secular, scientific and social). The publication of K.F. Grauman (1997) emphasizes that tolerance involves a conscious vision for the future ability and willingness to act taking into account this perspective. K.F. Grauman (1997) concludes that having psychological structure, tolerance is not psychological, but moral and political concept, determined by the ideals of freedom and depends on the level and type of culture. According to D.V. Zinovjev (1998), tolerance is the moral quality of a person, which characterizes the tolerant attitude towards other

TABLE 2: CHARACTERISTICS OF MOTIVATION AND VALUABLE ORIENTATION OF TEACHERS

| <i>Criteria</i>         | <i>The levels of motivation and valuable orientation of teachers</i>  |   |   |
|-------------------------|---|---|---|
|                         | <i>High</i>   | <i>Average</i>  | <i>Starting</i>   |
| <b>Knowledge</b>        | aware of the valuable and normative imperatives of professional-pedagogical activity; diversity of cultures, forms of expression and ways of being human, the need for tolerant behavior; the importance of social partnership  | do not realize the objective necessity to form ability of students' tolerant behavior   | do not realize the objective necessity to form ability of students' tolerant behavior   |
| <b>Motivational</b>     | recognize the importance of specific aid to students in the development of their ability of tolerant behavior   | do not understand the role of the teacher in the process of forming of students' ability of tolerant behavior   | do not realize the objective necessity to form ability of students' tolerant behavior   |
| <b>Valuable</b>         | the need for security, the desire to be protected, the recognition of universal human rights and freedoms, internality, focus on social justice, focus on performing professional-pedagogical tasks in accordance with the norms of morality and corporate ethics, the obligation to act in accordance with the principles of legality and humanism | intention on reflexive interaction with the students, the desire for selfless help for tolerant behavior  | no interest in protecting the rights and freedoms of students in the educational process  |
| <b>activity-related</b> | tolerance, patience, support, understanding, acceptance, humanism, mutual understanding, stability, individuality, democracy, security, freedom, rule of law, civil society, cooperation, dialogue, respect and observance of the rights and civil liberties, self-realization  | personality-important sense of tolerance is formed  | valuable attitude to altruism, equality of communication with students is not formed  |
|                         | adherence to humane standards of conduct; the ability to prevent conflicts, promote free dialogue; the ability to project and implement individual educational routes of students   | ready for the understanding and cooperation with the students, regardless of gender, race, nationality, origin, religion, beliefs, membership of public associations; the ability to form a relationship of openness; skills of selection and structuring of educational material, revealing the essence of the tolerant behavior | a willingness to tolerant perception of social and cultural differences between students is not formed; do not possess methodsto counter anti-tolerant behavior |

people, regardless of their ethnic, national or cultural identity, and a different kind of views, mores, habits. From the viewpoint of N.A. Astashova (2002), tolerance can be considered as the value of the social and cultural system, a kind of inner core of social and psychological life. Summarizing the above, we believe that tolerance is a meta-subject concept that defines the dialectical unity of qualities, attitudes, values, abilities, active-efficient states of the individual and social norms, to focus a general idea of freedom and humanism (Zolotukhin, 2001). Various dependencies (structural, cause and effect, etc.) are formed between the tolerance components, which allow the selection of tolerant behavior (Maslovskaya, 2009). The efficiency of education of attitudes of tolerant behavior is increased provided motivational and valuable orientation of teachers on the formation of students' ability to tolerant behavior. This resulted in the goal of our research.

### **CONCLUSION AND RECOMMENDATIONS**

The process of forming ability of tolerant behavior is a systemic integrity of the personal-role development of social norms of mutual understanding and constructive cooperation with the other people on the basis of consensus and social partnership and motivation and valuable orientation of teachers to inculcate in students the ability to tolerant behavior. It is found that the motivational and valuable orientation of teachers, including the personal disposition and outer-stimulating motivation contributes: students' awareness of the value of tolerant behavior as a social norm; acquisition of experience of tolerant behavior. The synergistic interaction of structure-forming components of motivational-valuable orientation of teachers to inculcate in students the ability to tolerant behavior (of personal dispositions and external motivators) and their characteristics (valuable, motivational, knowledge, activity-related) promotes the formation of motivational and target resonance, which is manifested in the coincidence of personal goals with the requirements of the society in formation ability of the students' tolerant behavior (Filatova, 2012; Zakirova & Kamalova, 2016; Kayumova & Zakirova, 2016; Zheltukhina *et al.*, 2016).

The study results allow outlining of prospects for further research of the problems that are associated with the development of methods of pedagogical support in the formation of the ability of students' tolerant behavior. Paper Submissions may be useful for managers and university professors; Staff of continuous professional training and retraining centers for the selection and structuring of the content for continuous professional development of the teaching staff of universities.

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