

# Psychological and Pedagogical Cooperation as a Factor in Increasing the Level of Tolerance for Innovation

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## Summary

The article highlights the features of professional activity teacher on the basis of tolerance, the content and types of this phenomenon are stated, the value bases of education of tolerance in students are substantiated, psychological, culturological and communicative aspects of pedagogical tolerance of the teacher are considered. Methodical recommendations on self-training of the teacher, tolerant interaction with subjects of educational process are included.

## Key words:

*tolerance, individual, education system, educational process.*

## 1. Introduction

Modern society presents complex requirements for improving the quality of the educational process. Management of various educational processes is becoming more and more necessary in view of the achievements of psychological science. The task of a teacher-psychologist in an educational institution can be described as psychological support with pedagogical activities. Being involved in educational life, observing and examining it, the teacher-psychologist can come to a crisis situation at the very beginning of its occurrence, before it is realized by the student or other teachers. The modern situation of rethinking the guidelines for the development of society and the individual makes the problems of providing psychological assistance especially significant and acute. In practical psychology, the personality of the psychologist is an integral part of the method. Practical psychology is not subject-oriented, but problem-centered, that is, aimed at finding solutions to life's problems. The skill of a teacher-psychologist lies in the ability to look at an unsolvable problem in such a light that it becomes solvable in cash. In a situation of providing assistance, a

teacher-psychologist deals with a person as a whole. The person appears to the psychologist as a whole. The central figure of the educational and upbringing processes is the student as a person. All other participants, including the teacher-psychologist, only help the formation of the student's personality, purposefully ensure his age-related development, taking into account natural prerequisites, aspirations, inclinations and abilities.

A psychologist is required to have a special type of attitude towards a child, based on assistance in development, consistent implementation of the principles of dialogue, and the problematic nature of considering each child as a unique creature. The entire upbringing process can be characterized as the interaction of its participants. Not only the educator influences the educated, but they also influence the educator. So in the process of joint activity, the teacher - psychologist and students enter into certain types of interpersonal interaction. In this case, concrete relations arise between them, both normative and personal psychological contacts are established. Coordination is carried out, the coordination of the individual efforts of individual individuals with the entire system of joint actions in achieving the assigned tasks. At the same time, communication acts as a means of forming a community of individuals performing joint activities. The joint activity of a teacher - psychologist and a student includes a number of specific processes and factors, the most important of which is cooperation - interaction. The dynamics of communication is significantly determined by the interpersonal relationships that have developed between the participants in joint activities, their nature and level of development, and individual psychological characteristics of jointly acting individuals.

## 2. Theoretical Consideration

Collaboration - insofar as it accepts the division of functions has a significant impact on the specialization of the abilities of the different participants. With successful cooperation, everyone should trust each other, rely on each other when performing joint actions, when both interaction partners actively help each other, actively contribute to the achievement of each individual's goals and common goals.

Analysis of the literature on this issue has shown that the cognitive, conative elements of this interaction can be balanced in relationships, or they can prevail over each other. In the formation of conjunctive relationships, in which the teacher and students strive for social unity, support of the other side, several stages can be distinguished, each of which has certain functions. The psychologist acts as a researcher. An important indicator is the involvement of all participants in the process [1-6].

The main phases of the model of organizing practical cooperation

- the formation of an identical idea the goal
- target planning;
- implementation of specific actions and operations;
- formation phase - goal setting, communication, consistency;
- planning phase - planning, contract, activity;
- the execution phase - the beginning of the selection of the initial content.

During the phases, participants solve specific cognitive and communication tasks.

Pedagogical activity has always been rigidly focused on the end result, which manifested itself in knowledge, skills, and abilities. The need for a well-defined result formed among teachers contributes to the development of intolerance to uncertainty. At the same time, any innovation is accompanied by a different level of uncertainty. The ability to tolerate the uncertainty generated by innovation, to be tolerant to changes in modern conditions is vital for the education system. In this regard, the priority task of psychological support is the formation of mental readiness for innovative activity, an actively positive attitude towards it and professional development [11].

The use of these psychotechnologies in advanced training courses for teachers and heads of general education schools contributes to an increase in the level of tolerance to innovations and forms a new generation of people who are able to use their potential and abilities more widely, to tolerate new ideas in education and in society as a whole.

Global change, which has covered all spheres of human existence, qualitatively characterizes modern society. In the process of these changes, previous values are being replaced by new ones that are not yet sufficiently formed to feel

confident. One of the principles of value self-determination is a value approach in which tolerance is not reduced to simple stereotypical actions - is the value and position of life, it is manifested through the expectations of the individual, orientations and actions with the appropriate ideals, values and meanings on the basis of conscious choice of a particular position, making responsible decisions [7-9].

Value self-determination helps to understand the essence of the relationship between personality and values. The infinity of the process of value self-determination is confirmed by the constant reassessment of values and occurs throughout life.

In the context of strengthening cooperation between countries, international organizations have recognized the task of preparing young people for life in a multicultural world as a priority, and hence the need for active development and refinement of goals, objectives, functions, the content of education in the spirit of peace and tolerance.

The values of education do not exist in an isolated space. Socio-spiritual spheres of different countries influence each other. A crisis or upsurge in some causes corresponding changes in others, as all local subsystems of culture (and education in particular) constitute an open and dynamic system where the development of individual elements leads to its transformation as a whole. Moral qualities such as tolerance must be inherent in young people in order to reach a compromise, which is very important in the current political and economic situation [10].

The concept of "tolerance" is seen as a socially important phenomenon, the norm of life in a democratic society. This is one of the main principles of human relations. Tolerance is defined as an integrative quality personality that reflects an active moral position and willingness to constructively interact with people and groups regardless of their national, social, religious, gender, views, worldview, style of thinking and type of behavior; contributes to the successful self-affirmation of the individual and its self-realization in society.

Tolerance determines the multidimensionality of the environment and different views; ensures the harmonious peaceful coexistence of representatives different in various respects; acts as a public guarantor of inviolability and not violence against various minorities and legalizes their situation by law; allows to restrain hostility, offers a constructive way out of a conflict situation; contributes to the normalization of the psychological atmosphere in group, team, society; supports and develops self-esteem of the individual and the team; is a perfect example of the organization of life in society; ensures successful socialization [12, 14].

The study of scientific sources, analysis of theoretical and practical experience of training future teachers to cultivate tolerance of students showed that the solution of the above

problems in Ukraine is hampered by a number of contradictions between:

- increasing the social demand for the education of tolerance of student youth and the lack of awareness of teachers of their own personal and professional role in this process;
- traditional approaches to the professional development of future teachers and the need to improve the content of educational and professional programs, the use of innovative technologies for training competent teachers to cultivate tolerance;
- the objective need for a thorough analysis of progressive ideas foreign experience in training future teachers to cultivate tolerance in the student environment and its insufficient study and generalization in the domestic pedagogical theory and practice.

The basis for resolving these contradictions is the worldview of the future teacher, his cultural position and value priorities [14].

So, in the methodological approach, professional consciousness is first of all, activity-organized consciousness. Its more important characteristic is not just the presence of real reflection, but its double, multi-vector orientation. Whoever acts whenever, he must always fix his consciousness, firstly, on the objects of his activity - he sees and knows these objects, and secondly, on the activity itself - he sees and knows himself acting, he sees his actions, his operations, his means, and even his goals and objectives.

Analysis of the content of university education shows that it is professional consciousness is the main node of concentration of the main contradictions between the existing practice of teacher training and his specific professional activity. The disadvantages of such training include the dominance in high school of the so-called knowledge (gnostic) approach, in which the main educational task is the formation of students' subject knowledge. This approach has been repeatedly criticized. Attention was drawn to the fact that in the process of learning students are dealing not with the content of professional activities, but with scientific subjects. Educational activity in traditional pedagogical education is "neutral" on the subject of future professional activity.

Often we have (at best) experts, scholars in a particular field of knowledge, but not the subjects of holistic pedagogical activities.

Real professional activity is characterized by a variety of contexts of knowledge use, the complex nature of pedagogical situations that require their systematic use, which makes it impossible to directly transfer knowledge into practice. When you show up at school, a university graduate for several years falls into the "pit of adaptation." Note that the model of learning, which corresponds to the

predominance of knowledge in traditional pedagogical education, is verbal learning, based on translation, memorization and reproduction of communication texts.

The problem of formation and development of professional consciousness should be considered in the unity of the three fundamental components of human existence, which is a holistic model of any professionalism: activity, consciousness, community. Yes, professional activity is always conscious and joint (carried out in the social community); professional consciousness - activity and intersubjective (exists and arises in society); the professional community is conditioned to include the subject in the joint collective-distribution activity based on conscious positional self-determination each.

The pedagogical basis for creating tolerance in education is: formation of: tolerant space, environment, which is characterized by the unity of all subjects of the educational process and forms of organization of their relations, which on the one hand, are the main components of pedagogical ethics, and on the other - the basis, model of moral education of students; communication culture as mutual understanding, mutual respect, compassion and empathy, a sense of partnership; synergetic thinking, which allows you to perceive a wide range of personal qualities, individual and ethnic manifestations of man; as well as a personality-oriented approach in the educational process, the basis of which is subject-subject relations in the system "educator - pupil".

Organizational and pedagogical conditions for the formation of a tolerant culture of adolescents include: the formation of an attitude of tolerance, which consists in the willingness and ability of heads of educational institutions, teachers and students to equal dialogue through synergistic interaction; variable use of teaching and education methods that activate

development of students' tolerance; implementation of programs to increase the psychological and pedagogical competence of teachers; involvement of students and their parents in the programs of their joint activities, during which adolescents learn think critically and value the positions of others, while clearly articulating their own position on controversial issues.

The main principles of tolerance in education: trusting cooperation - the establishment in the educational institution of relations of mutual understanding and mutual demands between the administration, teachers, on the one hand, and students, on the other; ecology of relationships - ensuring a favorable socio-psychological climate in the educational institution as a basis for the formation of a tolerant environment; formation of self-esteem, self-esteem, respect for the environment, peoples, regardless of their social affiliation, nationality, race, culture, religion; synergetism, which ensures the development of personality, is its source and driving force; creativity that ensures the implementation

of variable approaches to the establishment of tolerant relations and analysis of the situation of interaction [14].

The activity of the educator from the standpoint of tolerance has three aspects: the personality of the educator, who has tolerant qualities; manifestation of tolerance in professional activity; implementation of the principles of tolerance in pedagogical communication. A tolerant educator realizes that he is perceived as a role model, masters and uses the appropriate skills to development of dialogue and peaceful resolution of conflicts; encourages creative approaches to problem solving; provides conditions for joint constructive activity of participants of educational process and for personal achievements, does not support aggressive behavior or the sharpened rivalry; promotes the involvement of students and parents in decision-making and joint program development activities; teaches to think critically and appreciate the positions of others; clearly formulates its own position on controversial issues; appreciates cultural diversity and creates conditions for the recognition of cultural differences and their manifestations in life.

Given the psychological and pedagogical characteristics of high school students and vocational schools, the teacher's activities involve creating conditions for constructive interaction and understanding with all participants in the pedagogical process; providing students with behavioral choices alternatives; ensuring the development of their creative potential, initiative, responsibility and personal self-affirmation; promoting the successful socialization of the younger generation. At the same time, the implementation of these conditions is effective depends on the value priorities of the teacher, his conscious possession of tolerance at all levels, readiness to cultivate tolerance in students.

Increasing attention to pedagogical professionalism is associated with radical changes in perceptions of pedagogical work. It is first of all about overcoming the paradigm of subject-object relations in pedagogical activity. The theoretical basis of this overcoming is the delimitation of categories "Pedagogical activity" and "educational process". According to this distinction, the teacher is both the subject of the educational process (he acts as a designer, designer, organizer and direct participant in the meeting of generations, the bearer of a certain personal, existential position) and the subject pedagogical activity, which involves free and conscious self-determination in pedagogical practice, taking responsibility for the results of teaching and education. Study of the real state of training of future teachers in domestic experience has shown that their preparation for the education of tolerance of student youth involves only acquaintance with the basics of tolerant pedagogical interaction and obtaining general ideas about international tolerance, some aspects of the problem of tolerance, its formation and education. The artificial nature of the connection of pedagogical theory with real practice has a

negative impact on the effectiveness of future training teachers to foster tolerance in the student environment.

The effectiveness of such training should be ensured, in our opinion, by the flexibility and multicultural orientation of the content of curricula and programs of pedagogical universities, integration of training courses, use of interactive learning technologies based on competence, comparative, humanistic, culturological personality-oriented and activity approaches. Further detailed development requires problems of methodological support of training courses based on a tolerant approach to teaching the content of education in the humanities, as well as materials for the organization of purposeful educational work in educational institutions [14].

## Conclusions

Thus, the leading factors of personality are: cordiality, emotional stability, security, social: courage that reinforce each other and help reduce irritability. When assessing the personality of students, teachers with a high level of communicative and pedagogical tolerance use differentiated approach taking into account the intellectual, volitional and moral qualities of the individual. For teachers with a high level of pedagogical tolerance, the ideal student is active, independent, proactive. For teachers with a low level of tolerance, hardworking, a quiet, obedient child is much more important than his independence.

It has been found that a high level of teacher tolerance is ensured by different combinations of personality traits according to Kettell. It is established that tolerant-intolerant teachers have different cognitive components, in particular tolerant teachers use differentiated assessments of personality student. The structure of pedagogical tolerance is specific to teachers with different work experience. A high level of communicative and pedagogical tolerance is provided by various combinations of individual psychological qualities of the teacher's personality.

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