Formation of Tolerant Attitude of Future Social Workers to Children with Specific Development

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Keywords: Tolerance, Pedagogical Conditions, Children With Special Needs, Social Workers, Friendly Attitude.

Abstract: The article presents the results of theoretical and practical analysis of the process of education for the future social workers in a tolerant attitude towards the children with special needs. The purpose of the study is based on the theoretical determination of the problem in the attitude of the social workers towards children with special needs. Experimentally test the pedagogical conditions of education of the future social workers, of their tolerant attitude towards the children with special needs in the educational process of higher education. The state of research of the problem of the tolerant attitude of future social workers to children with special needs is revealed. The essence and structure of the term "tolerance" as a moral quality are specified. An empirical study of the main indicators of the tolerant attitude of future social workers to children with special needs. For the first time, the pedagogical conditions for the purpose of educating future social workers in a tolerant attitude towards children with special needs have been determined

1 INTRODUCTION

Active reform of the modern education system takes into account the content of the state social policy in order to ensure appropriate conditions for the full life of people with disabilities. This has increased the attention of the Ukrainian scientific and pedagogical community to the problems of training professionals who work in social and educational inclusion. Since, due to the quality of training and the formation not only of the general-professional competencies, but also the personal qualities of future social workers that determine the success and effectiveness of their professional duties.

This approach presupposes a revision of the conceptual and structural-organizational principles with the focus on the spiritual improvement of the personality of higher education seekers, the development of their personalities. Consequently, the necessity is the actualization of the humanization of the educational process in higher education. In addition to that, high importance is the education of the future social worker tolerant attitude to people with psychophysical development, empathic understanding of responding to participation and assisting society in solving their life and professional problems.

2 RELATED WORKS

We find information about tolerance as a psychological reaction to social reality in foreign literature B. Crick (1971), P. King (1971), G. Fletcher (1996), R. Forst (2001). H. Frankfurt (1988), D. Heyd (1996). J. Horton (1987, 1992, 1996, 1998), S. Mendus (1989), etc. In the understanding of foreign researchers, the essence of tolerance is to motivate a person to show psychological readiness to seek solutions to problems; intolerant, understanding, compassionate, unacceptable, etc.).

Ukrainian specialists in various fields of science (Sh. Akhundova, S. Demyanchuk, V. Kyrychok, N. Makarova, V. Malakhov, V. Maralov, V. Mitina, V. Movchan, V. Sitarov, O. Chorna, I. Shvetsova, etc.) state a different understanding of the concepts of the terms such as "tolerance" and "tolerant person", the general explanation for which is the following: a person who is characterized by spiritual, moral values and qualities. Researchers assign high importance to

the process of social and interpersonal interaction, which is built on the individual's respect for himself and the people around him.

Scholars agree on the need for an organized educational process for an individual related to tolerance. They remark the importance of quality training of future professionals, the formation of their personal qualities, the need to form a number of competencies for the Ukrainians who seek higher education. It is emphasized in educational documents - Laws of Ukraine "About Education" (2017), "About Higher Education" (2014), Standards of Higher Education 321 "Social work" for the first (bachelor's) level (2019).

According to the analyzed scientific works of foreign and Ukrainian researchers, important legal acts of the educational field, modern specialists face challenges that require critical thinking and creative thinking. The practical basis for overcoming difficulties (personal or professional) is a tolerant attitude of the individual to others, the basis for which is education, spiritual responsibility, professional creativity, and more.

Issues of humane treatment of people with disabilities have attracted the attention of philosophers, statesmen, educators of the past and are relevant today. Despite the change in the social perception of people with disabilities throughout human existence - from contempt, tolerance to understanding and efforts to address the problem of treatment, education, and successful socialization, the problem of tolerance towards people with mental and physical disabilities has acquired personal characteristics and is expressed on an individual level. For instance, through the understanding of spiritual values formed by a specialist in the social and educational fields, the priority of the right of children with developmental disabilities to full development and social security, moral qualities.

Ukrainians are witnessing the gradual implementation of European policy on inclusions. It is actively promoted and introduced in various social structures and educational levels in areas such as understanding tolerance and forming a public attitude to human diversity. It is believed that "tolerance is the best human charity" (Kleiberg, 2012) and is seen as an attitude to another person without judgments and condemnation of his feelings, behavior, point of view, thoughts, and attitudes.

Tolerance - a tolerant, friendly attitude of the individual to himself, his value quality (Locke, 1667; Voltaire, 2013); "Orientation of the mind", the opposite of "indifference" (indifference), which is expressed in respect for other people's thoughts and beliefs (Brockhaus and Efron, 1901). The modern interpretation of tolerance has acquired a meaning close to the peculiarities of the manifestation of human behavior. A tolerant person shows tolerance to others, respects his rights and responsibilities, respects and does not violate the rights and freedoms of others (Kleiberg, 2012). However, most often "tolerance" is seen as "the ability to tolerate something or someone" only out of mercy ", indulgence" (Dahl, 1994); "Respect, acceptance and correct understanding of the rich diversity of cultures of our world, our forms of self-expression and ways of expressing individuality" "Declaration of Principles of Tolerance" (1995). Tolerance is often confused with "passive restraint", although it also requires significant internal efforts, often much more serious than required for open action ".

The formation of attitudes of tolerant behavior, tolerant communication style, as well as prevention of various forms of destructive tolerance (aggression, extremism, conflict, terrorism, bigotry, fundamentalism, etc.) is considered by scientists as a global problem of modernity and, at the same time, negative manifestations of tolerance (Walzer, 2000).

Assume the presence of "passive tolerance" as a kind of manifestation of personal attitude to the situation; an imperfect form of tolerance proper, endowed with the "charge of civilized communication between people" and placed "a step towards full tolerance"; which is characterized by an understanding of the need for a tolerant attitude towards another person (Heffe, 1991).

The list of varieties of tolerance is complemented by indifference; the impossibility of mutual understanding; condescension; expansion of own experience and critical dialogue (Lektorsky, 1997), humble attitude to differences in the name of preserving peace (Walzer, 2000); mythological "hidden", ancient monotheistic, religious "paradoxical", reformist "educational", philosophical "classical", secular "cultural", scientific and social "scientific", socio-psychological (devianthological) (Kleiberg, 2012); situational communicative, professional, general communicative (Boyko, 1998).

Given the content of the concept, we adhere to the position that "tolerance" is an important positive quality of personality, which is based on the recognition of human diversity, self-esteem, empathic understanding of the state of another person. The organization of the communication process in compliance with the rules of ethics, attention to the individual fills with positive emotions bilateral interaction. It gives satisfaction with the dialogue as a professional activity of the specialist

and the client's personal attempt to find solutions. Therefore, we consider the education of future social workers to be tolerant of people with special needs as an important element in the formation of professional training to work with different groups of clients.

The founders of the school for training specialists in the sphere of social works are I. Zvereva, A. Kapska, G. Laktionova, L. Mishchyk, V. Polishchuk, S. Kharchenko and others. They have been working on the content of the educational process in higher education institutions since the independence of Ukraine. At scientific and practical conferences, Ukrainian scientists have repeatedly stressed that youth is the future of the country, so the main task of universities is to teach students tolerant behavior, understanding of human diversity, social problems, and development of practical skills to improve competencies to combat their manifestations.

Tolerance is a term that means respect for different views and beliefs, behavior, and practices. A tolerant person takes an initiative position; this person is confident, determined, and democratic to other points of view.

Thus, Stephen A. Weldon (Weldon, 2006) links individual tolerance with liberal-democratic manifestations of social relations, in which citizens fight and defend the rights of the groups, which include those who are considered unable to fully participate in political, social, and economic life (Weldon, 2006).

Analysis of the concept of "tolerance of a social worker" highlights the problem of educating important types of tolerance of students while studying at university, in particular: ethnic (attitude to "others" on the basis of ethnicity); social (effective interaction with representatives of different social groups); personal (tolerance as a personality trait - a system of values and respect for the individual, recognition of his rights and freedoms) (Horvat, 2014); socio-psychological (deviant - prevention of manifestations of intolerant behavior in the client).

In the scientific and practical literature we find works on:

a) the need and relevance, features of the formation of professionally important qualities of students to the successful implementation of social activities (I. Bogdanova, O. Gura, N. Kichuk, A. Linenko, E. Maksimova, O. Oleksyuk, G. Pervushina, M. Tkachenko, etc.);

b) the formation of humanistic personality traits in institutions of higher education (M. Aleksyuk, G. Ball, E. Bondarevskaya, V. Bondar, S. Goncharenko, O. Moroz, O. Sukhomlinskaya, etc.).

A separate group consists of research on preparing young people for professional tasks. According to the authors, the educational process in institutions of higher professional and higher education should be focused on the main result - the formation of:
- readiness for personal communication (Ostapchuk, 2010);
- important personal qualities (self-esteem (Petrenko, 2012), the culture of interpersonal relationships (Koval, 2013), tolerance (Stolyarenko, 2013), ethical relationships (Branetskaya, 2013), moral and value relations (Bilyuk, 2014), etc;
- skills of professional communication (T. Gora), value determination of self-improvement (T. Severina) during the implementation of pedagogical conditions.

Thus, the tolerance of a specialist such as "man-man" - is an important personal quality, the gradual formation of which is carried out under the influence of certain pedagogical conditions with the mandatory implementation of educational tasks outlined by the problem we are researching. Moreover, the Standard of Higher Education in the specialty 321 "Social work" for the first (bachelor's) level, which is obligatory for application in social workers' training institutions, specifies important abilities, the realization of which in professional activity is based on the developed quality of tolerance, namely (Order of the Ministry of Education and Science of Ukraine № 557 of 24.04.2019):
general:
1) to realize the rights and responsibilities as a member of society (in a two-dimensional sense - their own and the client of social work); to be aware of the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedom in Ukraine;
2) preserve and increase moral, cultural, scientific values and achievements of society;
3) act socially responsibly and consciously;
special (professional, subject):
1) to analyze socio-psychological phenomena, processes of formation, development, and socialization of the individual, development of social group and community;
2) assess social problems, needs, characteristics, and resources of clients;
3) to provide assistance and support to clients, taking into account their individual needs, age differences, gender, ethnic and other characteristics.

Note that the main areas of social work of higher education in the specialty 321 "Social Work" for the first (bachelor's) level are the following areas:

psychological, socio-pedagogical, legal, economic, medical (Order of the Ministry of Education and Science of Ukraine № 557 of 24.04.2019).

Despite the presence of diverse Ukrainian scientific work on determining the essence of tolerance and the features of manifestations, there is one issue that requires further, thorough study. The problem of identifying the state of tolerance in future social workers to professional activities.

Criteria and indicators of formed tolerance as a prerequisite for the manifestation of the tolerant attitude of students to recipients of social services. We are convinced that the basis of the successful activity of a social worker is professional maturity with the formed personal potential of tolerance. The content of this is realized through manifestations of behavior - external (so-called external tolerance is accompanied by balanced behavior, belief in the existence of an opinion, position other than the understanding of the specialist, the ability to consider facts and phenomena from different angles, taking into account various factors); internal (so-called internal tolerance - the ability to make informed decisions and reason about the problem, even if all the facts and possible consequences are unknown) (Orlovskaya, 2012).

The fact of belonging (origin) of tolerance is important, its types have certain characteristics. Thus, there is natural tolerance (direct openness, curiosity, children's trust of an adult), moral (tolerance, the use of psychological protection mechanisms to suppress negative emotions); ethical (perception and trust, empathic feeling of another person) (Lipatov, 2008).

Tolerance is realized in the process of communicative interaction of a social worker with a child with special needs; requires from the adult a positive attitude, open mind, empathy towards the state, and values of the child.

According to K. Rogers, giving the adult the role of facilitator and his sincerity, openness and empathy, understanding, and acceptance of the child, will ensure cooperation based on trust. Thus, I. Trifonova identifies seven types of "attitude to children", which we have grouped into three subgroups:

first: with a high level of awareness of the values, uniqueness of the child, taking into account its individual characteristics; positive behavioral-verbal ways and communicative ways of interaction (cognitive, cognitive-emotional);

second: with a high level of recognition of the value of the child and the ability to inspire confidence in children, the ability to adequately assess the reaction of children; insufficiently being aware of physiological, age features; unable to control their

emotional state (cognitive-behavioral, emotional, conative (behavioral));

third: able to control the child's attention, establish contact, exert a suggestive and stimulating effect; however, difficulties in the field of interpersonal interaction, inability to properly assess the position and personality traits of the child (Voloshina, 2007).

Achieving mutual understanding between an adult and a child is possible under the conditions of partner-subject interaction. It seems reasonable to assume that the idea of norms of behavior in interpersonal interaction depends on certain personal qualities, in particular - tolerance. Especially when it comes to tolerant interaction of the future social worker with children with special educational, physical and psychological needs (Todortseva, 2004).

Thus, tolerance is an important condition for communication, a source of positive emotional states and a motive for subject-to-subject interaction.

There are different scientific views on the levels of communicative tolerance, each of which is characterized by certain characteristics, in particular:

moral (patience, tolerance, respect, empathy, kindness, communication/ communicativeness);

personal (personality stability, divergence of thinking, mobility of behavior, social activity) (Orlovskaya, 2012; Todortseva, 2004);

sufficient level of culture and education, development of thinking (Griva, 2007);

high, medium, low (Voloshina, 2007); etc.

The criteria of tolerance of Ukrainian researchers correspond to the psychological triad: "emotion - cognition - behavior as a consistent process."

According to the criteria, we chose the following indicators of tolerance:

- a manifestation of respect, friendliness, and tolerance towards people, the establishment of equal relations, focused on mutual trust, interest, desire for mutual understanding (criterion of mutual respect);

- understanding of human differences, recognition of the right to individuality, lack of desire to re-educate the partner in accordance with their own ideas about the "right" interaction (criterion of mutual understanding);

- restraint in the face of negative manifestations of disrespect (arrogance, rudeness, contempt, cruelty), the ability to find common ground for discussion with different people in different situations; ability to listen to the partner; treat the interlocutor as an equal participant in the dialogue (criterion of restraint);

- the ability to forgive mistakes, manifestations of unintentional rudeness; lack of aggression towards others; high adaptability; ability to adapt to the habits

and characters of communicative partners (criterion of adaptability).

Selection criteria of tolerant attitude allow to definition the basic signs of intolerant attitude:

- manifestations of contempt, insults, the use of negative vocabulary to the partner of communicative interaction (a sign of contempt);

- adherence to negative stereotypes, prejudices in communication with partners (a sign of stereotypes);

- ignoring the "other", a refusal to cooperate/perform an action together (a sign of ignoring);

- inability to adapt in communication, the desire to change the partner for interaction, the inability to hide or put up with unpleasant feelings (a sign of selectivity);

- a selective manifestation of tolerance in communication (a sign of selectivity).

Taking into account the specifics of professional training of future social workers, we have chosen the following levels of formed tolerance of students:

behaviorally active (high) - is characterized by the matured and aware formed values and attitudes to oneself and to other people; profound knowledge about tolerance, tolerant behavior; willingness for dialogue, cooperation, and positive interaction with various categories of the population;

active-situational (average) - with existing values to people, knowledge of tolerance, insufficiently aware, but having clear ideas about the importance of tolerance in society, hidden willingness/unwillingness to dialogue, cooperation, and positive interaction;

passive-negative (low) - with superficial knowledge of tolerance (or lack of it); passivity, unwillingness to interact with others, insufficiently formed tolerant qualities and values of children with special needs; the desire to transfer responsibility onto the others; high levels of anxiety.

Analysis of the dynamics of forming a tolerant attitude of students to the children with special needs. In order to identify the state of formation of tolerant attitude towards children with disabilities, a statement experiment was conducted, which covered 112 students who specialize in "Social Work" at the Faculty of Linguistics and Social Communications of the National Aviation University (Kyiv); divided into groups: experimental (EG; n = 58 people) and control (CG; n = 54 people).

The results of the observational experiment on the diagnosis of components of tolerant attitude to children with special needs are presented in Table 1 by levels of formation of all components (motivational-value, cognitive, behavioral, reflexive)

in the experimental and control groups (by the number of people).

Table 1: The results of monitoring the state of tolerant attitude of students to children with special needs of the experimental and control groups.

	Experimental group			Control group		
Compo nents	high	avera ge	low	high	avera ge	low
Motiv ationa l/valu e	12% (14 peo ple)	39 % (45 peopl e)	48 % (55 peop le)	14 % (16 peop le)	48 % (55 peopl e)	38 % (43 peopl e)
Cogni tive	38% (43 peo ple)	34 % (39 peopl e)	28 % (32 peop le)	32 % (37 peop le)	36 % (41 peopl e)	31 % (36 peopl e)
Beha vioral	24% (28 peo ple)	43 % (49 peopl e)	32 % (37 peop le)	20 % (23 peop le)	45 % (51 peopl e)	35м % (40 peopl e)
Refle xive	16% (19 peo ple)	33 % (38 peopl e)	50 % (57 peop le)	19 % (22 peop le)	39 % (42 peopl e)	44 % (50 peopl e)

According to the results of the monitoring, which were recorded at a high level, the lowest indicators were obtained for the motivational-value and reflexive components in the experimental and control groups. In most students of both groups (experimental and control) for all components - motivational-value, cognitive, behavioral, and reflexive components, the state of tolerant attitude towards children with special needs corresponds to low to average levels.

The results of the control stage of the experiment to determine the levels of tolerance of children with special needs in future social workers after the formative stage of the experiment and the implementation of pedagogical conditions are presented in table 2 indicating the dynamics.

Table 2: Dynamics of levels of formation of tolerant attitude to children with special needs in future social workers (control stage, %).

	Experiment stage	Level		
		high	average	low
Experimental group	confirmatory	18,13	40,4	41,47
	formative	38,85	51,77	9,38
	dynamics	+20,72	+11,37	-32,09
Control group	confirmatory	18,67	45,68	35,65
	formative	19,55	51,12	29,33
	dynamics	+0,88	+5,44	-4,32

Repeated application of the method "Value Orientations" M. Rokych and analysis of the results showed that in the experimental group there were changes in the nature and hierarchy of value orientations of students. More students in the experimental group focus on interaction with children with special needs.

Ranks in the system of values of such qualities as tolerance, sensitivity, love, the happiness of others, etc. have changed. For most future social workers, the values of personal happiness, in particular health and happy family life, self-confidence, were a priority at the ascertainment stage. After the formative experiment, a number of indicators changed, in particular - the value of "happiness" of other people in the general hierarchy of values of future social workers from 10th position in the experimental group moved to 5th position; there were students who prioritize "the happiness of others" (26%). Instead, among students of the control group, the general hierarchy of values has not changed and personal values predominate.

A similar increase in the coefficient is observed in the experimental group with the ability to "accept and understand someone else's point of view", "respect other tastes", "forgive others mistakes", which dropped from 17th place to 8th place. In the control group, values aimed at the benefit of others did not occupy high places in the hierarchy of values.

Summarizing the obtained results, we obtained the following data: 39.5% of future social workers of the experimental group were referred to a high level, while at the ascertaining stage this indicator was at the level of 16.2%. 21.9% of high-level respondents were found in the control group, which is 4.3% more

than in the statement stage. The average level of development of value orientations was found in 51.77% of respondents in the experimental group (41.9% - at the statement stage) and 45.8% of respondents in the control group (42.6% - at the statement stage). 19.1% of students in the experimental group and 35.3% in the control group were classified as low.

According to the results of the express questionnaire "Tolerance Index", to identify the ability to show tolerance, its general level as well as at the statement stage, found a fairly high rate of the ability of future social workers to show tolerance. Thus, 49.0% of students in the experimental group were referred to a high level (25.7% - at the ascertaining stage); in the control group, this figure is 25.0% (24.2% - the statement stage). The average level is 49.6% in EG and 63.9% in CG. In general, such results indicate a steady trend of positive attitudes of future social workers to interact with children with special needs.

Thus, in the experimental group, only 1.4% of respondents are classified as low level of ability to show tolerance, while this figure in the control group is 11.1%. The results found in the experimental group indicate the effectiveness of the work with students, in particular psychological and pedagogical training of tolerance, the main purpose of which was to overcome pronounced intolerant attitudes towards others. In the control group, the low level did not change, as these students were not targeted in this direction.

Substantiation of pedagogical conditions of formation of tolerant interaction of students with children with special needs. As practice shows, the level and quality of the formed tolerant attitude to others depend on a number of conditions. Pedagogical conditions are usually interpreted as a set of certain tools, factors, the introduction of which ensures the achievement of the planned result (Dubich, 2007; Koval, 2013; Scriabin, 2000; Slizkova and Zavyalova, 2017; Yakovleva, 1991).

We highlight the following pedagogical conditions for the formation of students' readiness for tolerant interaction with children with special needs:

- the creation of a tolerant educational space in a higher education institution:

a) pedagogically organized process of forming a system of knowledge about the characteristics of children with special needs, ethical means of interaction, the behavior of different categories of the population during the study of disciplines "Ethics of social work", "Social work with different categories of the population", "History of social work",

"Conflictology", "Prevention of negative phenomena in the youth environment"; elective courses "Professional interaction of a social worker", "Fundamentals of inclusive education", etc .;

b) conducting educational activities of conversations, discussions, debates, lectures, charity events such as "The best social worker", "Orientation of social work", "Mechanisms of social interaction with children with special needs", "Tolerance - the main requirement or important personal quality of a social worker", "An intolerant social worker is able to successfully build a personality-oriented interaction?", "The role of tolerance in the work of the future social worker", "Light the fire of good", etc .;

- Orientation of educational content on the development of tolerance as a leading quality of future social workers, which is provided to form the students' knowledge of individual characteristics of children with special needs.

3 CONCLUSIONS

Tolerance is an important professional quality of future social workers. It is an acquaintance with the main provisions of leading international and state documents. Inclusive education and principles of tolerance;

- stimulating and motivational orientation of educational interaction of teachers and students (motivational support and awareness of the need for tolerant communication in the process of professional activity. The result of this condition is a stable motivation for tolerant treatment of children with special needs;

- content and technological component of the educational process of forming a tolerant attitude (implemented through the program of forming tolerant interaction of students with children with special needs, the effectiveness of which is ensured by coordinated cooperation of teacher and students, awareness of the value of the pedagogically appropriate distribution of roles and functions between students and teacher). Use of teaching methods:

a) discussion (free and directed discussions, meetings of specialists, discussion of life and professional unforeseen situations, etc.), based on live communication of participants, the impartial position of the teacher, joint group decision-making;

b) game (business, organizational, simulation, role-playing games, psychodrama, etc .; game situations, active playback, and reconstruction of real events);

c) training (behavioral and personality-oriented training aimed at stimulating, corrective, therapeutic, developmental impact on the personality and behavior of students);

- professional practice in tolerant communication with children with special needs during the involvement of students in tutoring and volunteering, during the production, assistant practice. In practice, the best formed personal qualities of tolerance, kindness, mercy, gentleness, attentiveness, understanding, compassion; implemented support, care, assistance to the one in need.

As the obtained statistics show, the defined conditions are reasonable and expedient. The formative experiment due to the practical implementation of a certain set of pedagogical conditions awakened the formation and progressive development of students of experimental groups of signs of each of the four components of tolerance as the most professionally important quality of their personality - motivational-value, cognitive, behavioral and reflexive in their unity. In order to increase the levels of tolerance towards children with special needs, future social workers should carry out purposeful work on the development of its basic components through active methods of learning and self-education.

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