

## Stability as a feature of tolerance in the subjects of educational activities

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**Abstract.** The article considers tolerance as a stable position, which is peculiar to the students and teachers of the university in relation to students with disabilities. This position provides the manifestation of such personal qualities as openness, readiness for dialogue, acceptance of the “other.” The article concludes about the need for special psychological and pedagogical training of students and teachers for inclusive education and pre-university adaptation training for the disabled students to the conditions of inclusive education. And also, it is concluded that they need psychological and pedagogical support in the process of professional training.

**Keywords:** stability, tolerance, education, inclusive education, psychological and pedagogical training, teachers

### 1. Introduction

The contemporary psychological science is actively engaged in the study of the concept of “psychological stability” and considers this phenomenon as a synthesis of individual qualities and abilities of an individual to adapt to new conditions, to show flexibility, mobility. The psychologists believe that the personality stability is formed in a person in the process of his development and is not genetically determined, depends on such factors as the human nervous system, his education, experience, level of development, etc.

One of the manifestations of psychological stability is tolerance, as an equal and respectful attitude of the individual to the diversity of cultures, to various forms of self-expression, the subject’s readiness to accept the object’s sociocultural differences, including external signs, expressions, behavior, while maintaining its own internal integrity during external influence. Stability as a property of tolerance is achieved due to the presence in the subject of such qualities as the reduced sensitivity to the negative effects of the external environment, a high level of self-control, tolerance to the opinion of the opponent, a positive emotional state [1].

Thus, the goal of forming tolerance towards people with disabilities is positive, equal interaction with them as people of other opportunities and views. The process of integrating people with disabilities into society is complex, multifaceted, involving many multidirectional aspects. Inclusive education itself in the process of its implementation may encounter not only the difficulties of organizing a so-called physical “barrier-free” environment (presence of ramps, one-story design of an educational institution, re-equipment of public spaces, etc.), but also certain social “barriers”. They consist in the presence of negative stable stereotypes in the minds of members of modern society in

relation to people with disabilities, in particular, in the absence of readiness or total refusal of teachers and ordinary students to positively accept mass educational integration. The main principle of inclusive education is that the most adaptive tolerant educational environment should correspond to the diversity of needs of students with disabilities.

An educational organization is obliged to create a professional and sociocultural tolerant environment necessary for the formation of a civil, legal, and professional position of complicity, the willingness of all members of the collective to communicate and cooperate, the ability to tolerate social, personal and cultural differences.

## **2. Materials and Methods**

A sociological study was conducted in order (a) to identify attitudes of teachers and students to learning in higher education students with disabilities, as well as (b) to determine the level of mental readiness and learning motivation of the disabled students to inclusive education, and (c) to establish the level of academic and psychological comfort in students with disabilities who study in an inclusive educational setting. In particular we conducted a survey of the teachers (50 people), 1-4 year students (255 people), disabled applicants (12 people), disabled students (21 people) from the Higher Educational Institution of Kazakhstan International Business Academy.

In the course of the study, the following methods were used: methods for diagnosing general communicative tolerance (V. V. Boyko), a social distance scale (E. Bogardus), a questionnaire for measuring tolerance (authors V. S. Magun, M. S. Zhamkochyan, M. M. Magura), a questionnaire "Tolerance Index" (G. U. Soldatova, O. A. Kravtsova, O. E. Khukhlayev, L. A. Shaigerova), the scale of general tolerance for uncertainty of D. MacLane in the adaptation of E. G. Lukovitskaya); testing applicants with disabilities to determine the level of readiness for inclusive education (Tomsk questionnaire of rigidity (TORZ) by G.V. Zalevsky), a methodology for determining the motivation of learning in high school by T. I. Ilina); questioning and testing of students with disabilities in order to determine the level of social and psychological adaptation and the study of their personal semantic sphere (basic beliefs scale (author R. Yanov-Bulman), diagnostics of socio-psychological adaptation (C. Rogers, R. Diamond), a projective technique "Complete the Phrase."

## **3. Results**

During the theoretical and empirical studies, we were able to obtain important results and made a number of conclusions.

The following components are criteria for the formation of tolerance as a sustainable property among the teachers and students: value-semantic (motivational-value), emotional-volitional, and cognitive-conative (cognitive-operational).

Comprehensive diagnostics of tolerance of higher school teachers to disabled students allowed us to identify three groups of teachers with high, medium, and low levels of tolerance with various factor loadings of communicative and social tolerance indicators. In the structure of tolerance of students are analyzed such aspects as physiological and social tolerance, tolerance as a personality trait. Based on this analysis, groups of students with different characteristics and levels of tolerance towards disabled students were also identified.

*The low level of tolerance* is manifested in the conscious refusal of individuals to recognize and accept people with disabilities as equals. This is expressed in the presence in a person of personal attitudes to perceive the differences of people with physical and mental disabilities as deviations from the norm and persistent negative stereotypes towards people with disabilities, which lead to the manifestation of hostility and contempt for them. With this personal position, the person does not even attempt to look at certain life situations from the point of view of the disabled person. For some people, a low level of tolerance is expressed in the recognition of the equal rights of persons with disabilities to receive higher education, but they have a persistent personal rejection of the people with disabilities in their own immediate environment.

The presence of such an ambivalent attitude towards people with disabilities, respondents with a low level of tolerance attributed to the formed negative public opinion among the majority of members of modern society: "... everyone thinks so ...", "... all persons with disabilities are the same ...", "I know several people with disabilities and I think that ...", etc.

*The average level of tolerance* was characterized by the presence of such a position in which recognition and acceptance of disabled people as "equal" exist, but at the same time, an unconscious tendency to negative social stereotypes in relation to disabled people is present. At the same time, respondents with an average level of tolerance cannot realize the veiled manifestations of educational discrimination in the lives of people with disabilities. And they are poorly aware of the problems that people with disabilities face, including students with disabilities, in modern society.

*The high level of tolerance* of individuals was determined by the presence of the following indicators among respondents: recognition of the rights of persons with disabilities to a different way of life, the free expression of their views and opinions, the acceptance of other values, a positive attitude towards the external physical differences of people, an active attitude of the individual towards any manifestations of discrimination towards people with disabilities, the ability to see in them not only negative, but also positive qualities, the ability to suggest an alternative solution to the problem in the process of obtaining higher education for people with disabilities.

The level of tolerance for the educational integration of persons with disabilities into the higher school system was considered depending on a number of socio-demographic factors. Among these factors is the respondent's experience in dealing with people with disabilities in everyday life. This is the most significant factor in each group of respondents (students, university teachers). Age and gender of all respondents affect the level of physiological tolerance to a lesser extent. Also, the pedagogical experience and specialization of professional-pedagogical activity influence the level of tolerance of teachers, the presence or absence of a scientific degree does not affect.

The reasons that affect the indicators of (in)tolerant attitudes towards persons with disabilities on the part of the student body are the level of their education (course of study) and the direction of their future professional specialization. A factor that does not affect the level of (in)tolerance is the academic performance of students. The analysis of the questionnaire material clearly shows that the nationality and permanent residence of the respondents affect the level of tolerance.

The results of diagnostics of the personal characteristics of the applicants with disabilities and motivational readiness to study at the university showed that they have a high level of mental rigidity and a low level of development of cognitive interests. This has a negative effect on the effectiveness of the process of forming tolerance towards them in the future.

At the stage of the diagnostic study of the semantic sphere of students with disabilities, we found that the majority of the interviewed applicants have an average level of academic motivation and prefer two important motives for them – "mastering a profession" and "acquiring knowledge". This indicates a conscious choice of applicants for their future profession. It should be noted that for 17% of the disabled applicants, obtaining a diploma of higher education continues to be the leading goal of studying at the university. 42% of respondents had a high level of motivation "to master the profession," while the remaining 58% of applicants had an average level. Thus, there are no low indicators for this aspect of learning motivation.

#### **4. Discussion**

The development of tolerance as a quality of a stable personality among the subjects of an inclusive educational process is ensured by the comprehensive implementation of the following pedagogical conditions.

The first pedagogical condition for the formation of tolerance for the students with disabilities who study in the conditions of inclusive education is the realization of the psychological and pedagogical training of teachers for the implementation of pedagogical activity in the conditions of inclusive education. Pedagogical tolerance is manifested in the teacher's readiness to come closer to the "alien", to penetrate into its inner essence [2].

The second pedagogical condition for the formation of tolerance to students with disabilities in the context of inclusive education is the psychological and pedagogical training of students for joint educational and extracurricular activities with those students having disabilities. This training includes organizing meetings with disabled peers; problem disputes and discussions on the topic “Students with Disabilities Among Us”; conducting the course “Psychological and Pedagogical Aspects of Working with Students with Disabilities” as an elective discipline for students to study.

The third pedagogical condition that promotes the formation of tolerance among teachers and students for students with disabilities in high school is the adaptation of people with disabilities to inclusive education. It is carried out through the pre-university training and psychological and pedagogical support.

The adaptation of persons with disabilities to inclusive education is most effective while being carried out through pre-university training on the basis of the university itself according to specially developed programs. This adaptation takes into account the direction of training, the specifics and capabilities of the university. In our opinion, the main purpose of such pre-university training is not only to equip disabled applicants with basic knowledge and skills in their future profession. But the main purpose of such a pre-university training is to form the need for them to independently acquire new knowledge, to create opportunities for developing the skills of tolerant academic cooperation with teachers and students in the context of inclusive education [3].

In general, the pre-university training of applicants should address not only issues related to admission to the university, but also the task of psychological and pedagogical adaptation to new conditions of study, vocational guidance, diagnosis and correction of knowledge of students.

## **5. Conclusion**

The results of the study showed that the main subjects of the system of inclusive education at the university have specific social, pedagogical and psychological barriers, which are characteristic of each specific group of subjects. Separate training programs for students and teachers for inclusive education, as well as programs of pre-university adaptation psychological and pedagogical training of applicants with disabilities and psychological and pedagogical support of students with disabilities in the context of inclusive education were developed and tested to eliminate these barriers and to maximize the effective adaptation of all participants to the process of inclusive education at the university.

## **References**

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