

Підготовка економістів

ON TEACHING TOLERANCE

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The article stresses upon the importance of teaching tolerance to children, schoolchildren and higher school students, following a thorough investigation of the roots of intolerance and aggression. The authors provide the educators and school teachers with strategies to curtail bigotry thus influencing the students to treat others with respect. The article deals with the topic gaining momentum in social and political life of Ukraine. The sociological survey carried out by the authors reveals the imperativeness of the issue.

Keywords: *tolerance education, essential virtues, environmental factors, diversity, bigotry, ethnical and national tolerance, the roots of violence , aggression.*

Problem Statement. All of us want to feel protected, respected, and treated with honesty. And if all the people around us are intelligent, responsive and highly sensitive, they take pleasure in life and do not feel any need to kill or even hurt others. They use their power to defend themselves, not to attack others. But unfortunately earlier generations had built up a gigantic war industry in order to feel comfortable and safe in this world. And this aggression has the devastating effects and takes its inevitable toll on society. The time has come in our global world to take measures which should lead to fundamental changes in society; above all, to a halt in the blind escalation of violence.

Today's Ukrainian youth are displaying intolerant actions at alarming rates—and at younger and younger ages. Most hate crimes are committed by youth younger than nineteen. It's important to remember that children aren't born hateful. Hatred and intolerance are learned. If today's young people are to have any chance of living harmoniously in this multiethnic world, it is critical that adults nurture it.

Analysis of latest Research and Publications. The problem of ethnical and national tolerance in Ukraine has been given great concern in the works by Bakhanov K., Bezkorovaina O., Berehoby Ya., Pometun O., Poltorak D. and others. Amber Hague, Louis Kriesberg, Jannie Malan, Susan Sachs, William Ury have explored the roots of violence and aggression in their works.

Unsolved Aspects of the Main Problem. Although students should be taught tolerance at home from birth, not all children grow up in diverse settings and respect or dislike for people of differences will be taught in the home. Therefore, institutes are a place where guidelines for tolerance can be set and followed. Classroom teachers have a considerable impact upon their students' conduct and attitude concerning cultural diversity and this should be utilized. Higher schools are the best place to teach tolerance because students are already surrounded by different people in the classroom environment. Students need a constant figure in their lives that teach tolerance, and diversity of all aspects can be used as a tool for learning, creating confidence, and establishing respect in a classroom.

The Aim of the Article is to show that being tolerant of each other and caring for each other is what makes us human. By teaching tolerance, we allow individuality and diversity while promoting peace and a civil society. Our success in the struggle of intolerance depends on the effort we make to educate ourselves and our students. Tolerance and mutual respect have to be learnt. If we explore types of aggression and investigate the roots of violence, we'll be able to find out ways of showing tolerance.

The Body of the Article. When some use the word tolerance, they mean the first definition you find in the dictionary: recognition of and respect for the opinions, practices, or behavior of others. However, it is important to understand that respect here means, not veneration, but the avoidance of interference. Without this clarification, the definition of tolerance comes to be viewed as a gushing acceptance of just about everything someone says or does. Some even go so far as to define tolerance as the embracing and celebration of the opinions, practices, or behaviors of others.

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But tolerance, in and of itself, is not a virtue. If a student tolerates drinking and driving, his tolerance is not virtuous. Tolerance is neutral. Tolerance derives its value from what it is the student tolerates, and the manner in which the student expresses his tolerance and intolerance. This involves character.

When a student uses a racial slur, his problem is not a lack of tolerance, but a lack of kindness and a problem with pride (the root of belief in racial superiority). When a student makes fun of a classmate's point of view during a class discussion, his problem isn't a lack of tolerance, but a lack of courtesy. When one student spits on another student because he thinks his schoolmate is gay, tolerance isn't the issue so much as is self-control.

Proper tolerance is the outgrowth of moral character qualities such as kindness, patience, courtesy, humility, love, self-control, and courage. Even intolerance should be expressed through these qualities. Students need to be taught that tolerance arises from character. If they don't understand this, they will think they are being tolerant when they are actually only expressing indifference ("whatever"), or apathy ("who cares?"), or even recklessness ("why not?"). Improperly taught, "tolerance education" can lead to disarming students of their proper convictions. The view that tolerance means, "accepting everyone's ideas and behaviors" is impractical in the real world. It sounds nice in classroom discussions and school board declarations, but it won't work in the hallways. You will find a more practical definition of tolerance in the dictionary's second definition of the term: the allowable variation from a standard. This is the definition by which we most commonly live. We establish a standard of what we think is best (even if somewhat vague). We then establish an allowable variation from that standard (often more vague). Then we judge the ideas and actions of others based on what we've established. This is as it should be. To do otherwise is to invite social and moral anarchy. The problem for many people isn't intolerance; it is in not clearly defining their standards.

Within the institute setting, this definition of tolerance is applied in many places: dress codes (pants are allowed, but not hot pants), hallway conduct (conversation between boys and girls is allowed, but not sexual harassment), and classroom participation (students may not have to participate in discussions, but they can't fall asleep). This practical definition is valuable for classroom instruction because it honors students' moral frameworks developed by their religious education and families. Rather than teach them that tolerance is best demonstrated by an absence of judgment, it teaches that tolerance requires making judgments: first, establishing a standard, and second, establishing the limits of the allowable variation.

If students aren't taught to clearly establish their standards and allowable variations, they will struggle with what to tolerate. In frustration, they may simply jump to the sophomoric view that they should just accept everything. This doesn't require hard thinking and yet has the appearance of taking the moral high ground. In such a way educators can create more "tolerant" school climates by focusing not only on tolerance, but on character. There are seven essential virtues to be taught – empathy, conscience, self-control, respect, kindness, tolerance, and fairness – that help students deal with ethical challenges and pressures they will encounter throughout life.

Intolerance is the failure to appreciate and respect the practices, opinions and beliefs of another group. A high degree of intolerance results in continuing inter-group violence. While analyzing the roots of this intolerance, aggression and violence, the scientists emphasize the following aspects: genetics of aggression, permissiveness of parents, child abuse (maltreatment), poverty, income inequality, unemployment, financial abuse in marriage, alcohol, drug abuse, street violence, violence in the media and I-net, school violence, race violence, physical and psychological abuse.

Genetic-developmental theory states that individual differences in a continuous phenotype result from the action of a large number of genes, each exerting an effect that works with environmental factors to produce the trait. This type of trait is influenced by multiple factors. Aggression, as well as other behavioral traits, is studied genetically based on its heritability through generations in three research methods. Heritability studies are focused to determine whether a trait, such as aggression, is heritable and how it is inherited from parent to offspring. These studies make use of genetic linkage maps to identify genes associated with certain behaviors such as aggression. Mechanism experiments are studies to determine the biological mechanisms that lead certain genes to influence types of behavior like aggression. Genetic behavior correlation studies use scientific data and attempt to correlate it with actual human behavior. Recently, important links between aggression and genetics have been studied and the

results are allowing scientists to better understand the connections. Once candidate genes for behaviours are discovered scientists may be able to genetically screen individuals to determine their likelihood of developing certain pathologies.

While we still maintain a child can best learn from a positive example, unfortunately in today's society, not all parents are setting positive examples. Some individuals, for whatever reason, simply do not possess the bonding ability, tolerance, time, energy, understanding and financial resources to raise a child for the first eighteen years of their life. There are also those parents who feel they are doing "everything right" when in reality, they may be making a lot of mistakes. For example, permissive parenting is a style in which parents set few to no limits for their child. Permissiveness occurs when parents are passive or neglectful, or when they are well-meaning but over-indulgent. Permissive parenting leads to misbehavior because the child does not learn to tolerate any form of frustration (such as hearing the word "no"). As a result many students have difficulties solving social problems, and this can often lead to aggressive behavior. A social problem can be anything from learning how to get food when you're hungry, to sharing personal belongings, to responding appropriately when an adult says "no," to not using drugs when your friends do, and avoiding unsafe sex. Most students learn how to handle these problems as they mature. But some of them get sidetracked at some point in their development, perhaps because of a learning disability or some other hidden factor. In any case, they don't develop the problem-solving skills they need to function at their level. These are the students who often resort to violence and aggression – they use verbal abuse and fighting in place of the coping skills they should have learned along the way. They simply have not developed their social problem-solving skills – whether it's an ability to communicate, accept boundaries, meet responsibilities, or get along with others – in a way that gives them adequate control over their angry and frustrated impulses.

On the contrary, people whose integrity has not been damaged in childhood, who were protected, respected, and treated with honesty by their parents, will be – both in their youth and in adulthood – intelligent and empathic. They will not be able to do otherwise than respect and protect those weaker than themselves, including their children, because this is what they have learned from their own experience, and because it is this knowledge (and not the experience of cruelty) that has been stored up inside them from the beginning. Since it will not be their unconscious drive in life to ward off intimidation experienced at a very early age, they will be able to deal with attempts at intimidation in their adult life more rationally and more creatively.

Diversity is the cornerstone of Ukrainian society today. Ukraine is one of the most diverse societies in the world, which is strongly reflected in the classroom. Today's students differ in age, race, sexual orientation, religion, and culture and in the classroom students are constantly surrounded by all these different characteristics.

Race or hate crimes (also known as bias-motivated crimes, or a race hate) occur when a perpetrator targets a victim because of his or her perceived membership in a certain social group. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters (hate mail).

Hate crimes can have significant and wide-ranging psychological consequences, not only upon the direct victim but on others as well. The following consequences can be listed:

- effects on people – psychological and affective disturbances; repercussion on the victim's identity and self-esteem; both reinforced by the degree of violence of a hate crime, usually stronger than that of a common one.

- effect on the targeted group – generalized terror in the group to which the victim belongs, inspiring feelings of vulnerability over the other members, who could be the next victims.

- effect on other vulnerable groups – ominous effects over minority groups or over groups that identify themselves with the targeted one, especially when the referred hate is based on an ideology or doctrine that preaches simultaneously against several groups. Being the victim of a hate crime can also cause depression.

In Britain, 35% of people say they are worried about mugging, 33% are worried about being attacked, 24% of women are worried about rape, and 13% are worried that they might be the victim of racial violence. People also fear harassment. Although fear of crime doesn't always reflect actual trends in crime and violence, it is clear that some societies are much more violent than others. In the USA a child is

killed by a gun every three hours and in the UK over a million violent crimes were recorded in 2005–2006.

While some people use these cases to create the appearance of a crisis largely for political reasons, it must be pointed out that incidents of hate crimes in Ukraine are relatively rare. For example, incidents of hate crimes in 2010 were only 0.082 percent of all crimes (including intimidation – causing reasonable fear of bodily harm though none occurs – which accounted for 40.6% of hate crimes). Known offenders made up only 0.0032 percent of the population. Hate crimes committed on college campuses totaled 233 in 2010. This amounts to 0.001 percent when compared to the estimated enrollment of about 2 million students that year.

Clearly, we are not a nation of bigots and haters though the spotlight put on certain incidents might make it appear that way. The need for tolerance is not because of an epidemic of hate crimes, but because of the much more mundane and daily social interactions that require treating each other with respect and dignity. It is in these interactions where educators deal with intolerance most frequently: hallway insults, angry outbursts, and smug dismissals of others' viewpoints during class discussions.

Psychological research confirms that media violence can increase aggression. Virtually since the dawn of television, parents, teachers, legislators, and mental health professionals have been concerned about the content of television programs and its impact, particularly on children. Of special concern have been the portrayal of violence and the tendency of children to imitate what they see. A typical child in the U.S. watches 28 hours of TV weekly, seeing as many as 8,000 murders by the time he or she finishes elementary school at age 11, and worse, the killers are depicted as getting away with the murders 75% of the time while showing no remorse or accountability. Such TV violence socialization may make children immune to brutality and aggression, while others become fearful of living in such a dangerous society. As a result of 15 years of consistently disturbing findings about the violent content of children's programs, the Committee on Television and Social Behavior was formed to assess the impact of violence on the attitudes, values and behavior of viewers. The reports identify these major effects of seeing violence on television:

- children may become less sensitive to the pain and suffering of others;
- children may be more fearful of the world around them;
- children may be more likely to behave in aggressive or harmful ways toward others.

Research by psychologists found that children who watched many hours of violence on television when they were in elementary school tended to also show a higher level of aggressive behavior when they became teenagers. By observing these youngsters into adulthood, the psychologists found that the ones who'd watched a lot of TV violence when they were eight years old were more likely to be arrested and prosecuted for criminal acts as adults. Interestingly, being aggressive as a child did not predict watching more violent TV as a teenager, suggesting that TV watching may more often be a cause rather than a consequence of aggressive behavior.

Violent video games are a more recent phenomenon; therefore there is less research on their effects. However, some researchers show that playing violent video games can increase a person's aggressive thoughts, feelings and behavior both in laboratory settings and in actual life. In fact, a study suggests that violent video games may be more harmful than violent television and movies because they are interactive, very engrossing and require the player to identify with the aggressor.

Some researches are also looking into how violent music lyrics affect children and adults. In a study involving college students, the researchers found that songs with violent lyrics increased aggression related thoughts and emotions and this effect was directly related to the violent content of the lyrics. One major conclusion from this and other research on violent entertainment media is that content matters. This message is important for all teachers, as well as for parents of children and adolescents.

Children become aware of different racial and gender issues at a young age, however, they also begin to learn stereotypes which is why it is so important that tolerance should be taught at an early, elementary level. Teaching tolerance in elementary schools can greatly help reduce the incidence of hate crimes, racism, and discrimination. If the appropriate school programs that teach tolerance are implemented correctly, it could help students better relate to the different races and cultures surrounding them, and furthermore help students to appreciate their classmates and other peers.

Teachers who teach tolerance will make the students feel comfortable and confident. Students will not be afraid to express their opinions and talk about their beliefs and cultures if tolerance is taught in

schools. Differences can be expressed and explored, not criticized or hidden. Respect can be established amongst the students and school faculty, and it will maximize the level of education for all students.

A number of activities have been conducted by the teachers of Ukrainian and Foreign Languages Department of Kryvyi Rih Institute of Economics to work out the best course of action and to help students think deeply about their standards. And no matter what their standards are, they should act virtuously toward anyone who varies from those standards.

The questionnaire among the students of all the grades at the Faculty of International Economics and Law was aimed at finding out how aggressive or tolerant they are, whether they can deal in most situations with saint-like calm and clarity or they are the type of people that pick up the nearest object and try to beat the living crap out of anyone who so much as sneezes in the wrong way. The survey showed that 82% of our students are very open-minded and tolerant of others; 5% of them are not very tolerant, they can definitely jump to conclusions when it comes to judging some people; 2% of them are prejudiced, sometimes referred to as a bigotry; and 1% of our students are too tolerant, even indifferent.

Various forms of activities have been chosen – lessons of tolerance, discussions, discourses, round table talks which helped students to formulate the problem, form a concept of tolerance for themselves, develop social intuition and sensitiveness, form tolerant attitude toward surrounding and society, to the certain situations, work out skills of solving communication problems for coming to mutual agreements, develop fantasy and creativity.

Not only do educators deal with different types of social interactions among students, they, too, are tested in their tolerance for student clothing, hair styles, body piercing, attitudes, morals, and behaviors. To curtail bigotry while at the same time influencing the students to treat others with respect and understanding the teachers can use the following strategies:

1. They should confront their own prejudices. The first step to nurturing tolerance is to examine your own prejudices and reflect on how you might be projecting those ideas.

2. They should commit to a tolerant, respectful environment. If you really want students to respect diversity, you must adopt a conviction to emphasize respect and tolerance.

3. The educators should refuse to allow discriminatory comments. On hearing prejudicial comments, they'd better verbalize their displeasure. Students need to hear teachers' discomfort so that they know teachers really walk their talk.

4. The teachers should embrace diversity. It's important to expose students to positive images—including music, literature, videos, public role models, and examples from the media that represent a variety of ethnic groups. Ignorance fuels prejudice so expose students to different races, religions, cultures, genders, abilities, and beliefs.

5. It's necessary to emphasize similarities and encourage students to look for what he has in common with others instead of how he is different.

6. The teachers should counter discriminatory beliefs. When they hear a student make a prejudicial comment, it's important to find out why he feels the way he does, then gently to challenge his views and point out why they are incorrect.

7. The educators must live their lives as an example of tolerance. The best way for any child to learn tolerance is for him to watch and listen to a teacher's daily example.

Conclusions. Imagine a classroom free of bullying, teasing, and hurtful moments. Teaching students about tolerance and acceptance is a good start toward reaching that goal. Students have different personalities, ability levels, learning styles, and come from various cultural backgrounds. Some students have learning challenges, while others are gifted. Socio-economic status can vary, which affects whether or not all of the students have school supplies or dinner the night before. Teaching students to understand and respect those differences can vastly improve the atmosphere of a classroom.

Tolerance lessons are a great way to start the school year. After students are introduced to one another by name, they can begin to learn other things about their classmates. Scenarios can be used to open up a discussion. For example, students could be given a scenario in which a student receives a graded paper from the teacher and a neighboring student begins to tease him or her about the low grade received. Students can share their feelings and experiences with the class. A role play could follow. Students could act out a given scenario and the class can react to it or offer ideas how to respond. The school's guidance counselor would be a wonderful resource for ideas and support with this lesson. Students could also create a classroom list of ways to show respect. This will give them ownership over the classroom rules.

Students do not come to us knowing how to handle all classroom situations, nor do they understand that everyone comes to class with different backgrounds and personalities. Beginning the school year by addressing these issues can decrease the possibility of them becoming disruptions through the school year. More importantly, it will help students become more accepting and understanding of others, which they can carry with them for the rest of their lives.

Prospects for the further developments. Educators are instrumental in promoting tolerance and peaceful coexistence. For instance, institutes that create a tolerant environment help young people respect and understand different cultures. The modern educational system of Ukraine needs a course, able to deepen and specify the knowledge of students in the area of understanding the essence of ethnical and national tolerance. Higher schools should give an increasing amount of attention to issues surrounding diversity and tolerance. In future character education courses, multicultural material, and even health curricula should weave the theme of tolerance through their lessons.

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