

3. создание системы научно-методического обеспечения инклюзивного образования; 4. создание адаптивной образовательной среды в учреждениях образования; 5. формирование толерантности у всех участников образовательного процесса; 6. формирование системы подготовки, повышения квалификации и переподготовки педагогических работников; 7. повышение роли и ответственности законных представителей обучающегося с ОПФР в получении образования [5].

**Заключение.** Таким образом, развитие инклюзивного образования в обществе не представляет собой лишь отраслевую образовательную задачу, реализуемую в области образования. Процесс совершенствования системы инклюзивного образования должен развиваться как приоритетное направление в государственной социальной политике и возможен только при межотраслевом взаимодействии (медицинская сфера, сфера труда, учреждений образований), взаимосвязи всех участников образовательного процесса.

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## TEACHING THE CULTURE OF HUMANISTIC RELATIONSHIPS TO THE YOUTH ON THE BASIS OF TOLERANCE

*H.V. Stoliarenko, O.V. Stoliarenko  
Vinnytsia, VSTTU named after M. Kotsiubynskyi*

Modern world is facing the economic crisis which affects not only a financial situation in a country but also well-being and moral values of people. In situations where conditions are economically depressed and politically charged, groups and individuals may find it hard to tolerate those that are different from them or have caused them harm. So, there is a need to search new ways of interaction in the community [7]. Recent census data and practice confirm that college classrooms are changing from the traditional classroom of the past. Professors are greeted with more diverse population of students and see many different types of learners. College students bring to the classroom a complex web of experiences, knowledge and skills. All of them have different economic, social, family backgrounds. They lead busy and frenetic lives, often have fixed viewpoints and entrenched habits. So, the population is becoming more diverse and we believe that students in all domains of university study can benefit from an appreciation and understanding of issues of diversity, tolerance and the need to establish humanistic relationships with others [8]. First, we'll try to define the term «tolerance» as people are confused about what it is. Tolerance is the appreciation of diversity and the ability to live and let others live. It is the ability to exercise a fair and objective attitude towards those whose opinions, practices, religion, nationality and so on differ from one's own. The word tolerate means to allow or to permit, to recognize and respect others' beliefs and practices without sharing them, to bear or put up with someone or something not necessarily liked [6,

287]. Nieto proposes four levels of understanding the principles of humanistic relationships and tolerance: acknowledgement of differences; acceptance; respect; and affirmation/solidarity/critique. Acknowledgement of differences, the lowest level, implies that differences are acknowledged and, perhaps, accepted. This level is sometimes targeted through workshops, readings and seminars that focus on diversity issues. However, in order to achieve the highest level (Affirmation/Solidarity/Critique), many opportunities for regular exploration of values as an integral part of the curriculum are necessary. Additionally, teaching tolerance is a process, continually changing, never finished and necessarily dynamic [4, 302]. According to different sciences, the process of teaching tolerance includes instructional strategies and interactions among teachers, students, and families. Howard Gardner gives us a framework to understand various types of learners and how to support their needs. Combining Nieto's principles with Gardner's Multiple Intelligences can provide context for various types of adult learning activities to address the range of learners and move beyond tolerance of differences toward affirmation and solidarity. Using Gardner's Multiple Intelligences also respects the integrity of the individual learner, by allowing him/her to express and share feelings about sensitive issues in a variety of ways. Nieto states that in the highest level of tolerance understanding (Affirmation/Solidarity/Critique), differences are embraced and accepted as vehicles to enhance learning. This complements Gardner's understanding of the «differences» in the ways in which individuals learn [4, 45]. Howard Gardner coined the term «multiple intelligences» as an outcome of his research studying human potential. He defines intelligence as «the ability to solve problems or to create problems that are valued within one or more cultural settings». Multiple intelligence theory implies that individuals have a wide range of capacities [1, 78]. Gardner believed that all individuals possess all intelligences in varying degrees with each individual possessing their own strengths and individual make up. His theory has implications for teachers at all levels of classroom instruction. We believe that educators should recognize and teach to a broad range of talents and skills. Originally, Gardner defined seven intelligences in «Frames of Mind» and later added the last two intelligences in «Intelligences Reframed» [1; 2]. «The Multiple Intelligences (MI) theory seemed one likely to inspire and challenge students at all levels. Espoused by Howard Gardner, the premise advocated that students could learn and display knowledge in multiple ways, according to their developed strengths» [3, 184], MI theory provides a theoretical foundation for recognizing and tapping into the different abilities and talents of students. Typically, teachers focus on the verbal/linguistic and logical/mathematical intelligences in students and in teaching strategies regardless of the content. In helping students understand tolerance and humanistic relationships issues, we have found it useful to approach the study using strategies to support Interpersonal and Intrapersonal Intelligences. We therefore, have chosen to focus on teaching approaches that strengthen these two intelligences. Typically, students who operate well in the Interpersonal Intelligence tend to understand other people well, can mediate conflicts, understand and recognize stereotypes and prejudice, enjoy cooperative learning strategies, group projects, give feedback, and display empathy.

While those who feel comfortable in the Intrapersonal Intelligence understand themselves, focus and concentrate well, know their strengths and weaknesses, are intuitive, and excel at emotional processing and metacognition techniques. Both of these Intelligences are critical to consider when exploring issues of humanistic relationships, diversity and multicultural perspectives (racism, gender bias, ageism, etc.). Coursework and assignments in the Interpersonal domain give students the opportunity to dialogue and share opinions, while coursework and assignments in the Intrapersonal domain encourage students to reflect and make individual meaning. It is important for college professors to understand and include both the Interpersonal and Intrapersonal Intelligences in planning coursework intended to

broaden awareness of tolerance and diversity issues. «Under multiple intelligence theory, intelligence can serve both as the content of instruction and the means or medium for communicating that content» [2, 32]. Understanding diversity, tolerance and humanistic relationships involves both internal reflection (Intrapersonal) as well as getting along (Interpersonal). Specific examples of strategies and assignments that have been successful in helping students in our classes understand tolerance and humanistic relationships issues through the Interpersonal and Intrapersonal domains include: exploring and sharing one's own values; using a quilt as a method of sharing; evaluating books for stereotyping and bias, in small groups; viewing and discussing video on diversity and humanistic relationships; reading and discussing research and journal articles about tolerance and multiculturalism; sharing personal experiences of prejudice and bias; reading and discussing personal perspectives of diversity and bias issues; Concept Maps (this assignment asks the student to take a word such as «tolerance» and develop a web-like organizer expressing their understanding of the concept. In the centre of the paper, the student writes «tolerance is» and then add phases or words to depict their understanding) [5]. It is also necessary to recognize that students exhibit many different talents, abilities and intelligences. In examining Nieto's work in light of Gardner's work, we must begin to rethink our philosophy on teaching and how students can come to internalize the challenging concept of embracing the issues of humanistic relationships and tolerance. With the help of Gardner's theory of Multiple Intelligences, we can create these opportunities for all students, acknowledging their ways of communicating and learning in the Intrapersonal and Interpersonal domains.

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### **ПРОФПросвещение обучающихся как направление профориентационной работы классического университета**

*А.М. Ткачук*

*Брест, БрГУ имени А.С. Пушкина*

Важным компонентом системы профессиональной ориентации обучающихся является профессиональное просвещение, которое подразумевает ознакомление школьников со всей необходимой для выбора профессии информацией трех видов: о профессиях и их содержании; психологических качествах личности и качествах, необходимых для профессии; потребностях общества в кадрах по данной профессии. По определению Е.В. Гудковой, профессиональное просвещение – это специально организованный процесс формирования у учащихся конкретных знаний о мире профессий и о профессиональном выборе [23, с. 77]. Кроме того, учащиеся должны знать основные общетрудовые и общепроизводственные понятия: что такое культура труда, трудовая