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Role of modern high school on actualization of pupils' tolerant strategies in polycultural space

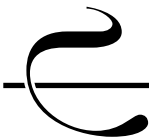
The idea of development of pupils' tolerant consciousness was and remains one of the most actual problems of the present. The development and realization of a system of the state measures of tolerance formation and preventive inspection of extremism in Russian society is a complex problem demanding coordinated interaction of bodies of the government, support of public associations. Alongside with family, establishments of secondary education are that institute in which formation of tolerant consciousness of rising generation is possible and necessary.

In connection with diversification of educational system of Russia there appeared a variety of forms of secondary education receiving. Intellectual stratification of children on elite classes, schools, classes of compensating education, generates discomfort among some pupils and necessity of condition formation for self-affirmation, self-expression, self-development and mastering the experience of tolerance for all children.

Educational process, thus, becomes the field of interactions of tolerance and personal sense. A.G. Asmolov defines tolerance as "the norm of stability determining a range of distinctions' preservation of populations and communities in changing reality" [3]. In this expanded meaning tolerance acts as "unique evolutionary mechanism of coexistence of large and small social groups possessing various opportunities of development". In this case tolerance itself appears not only in individual and psychological system "person – person", but also in more complex systems "person – authority", "person – society", etc.

As the precondition of rapprochement and merging of idea of tolerance and idea of personal sense there serves the real connection of tolerant and personal-semantic relations shown in concrete vital situations and requiring a scientific explanation. Examination of tolerance from personal sense point of view, as well as perusal of personal sense by means of tolerance language is a way leading to mutual enrichment of examined categories.

Considering a high school as an establishment of education with deep historical roots, but, nevertheless, an establishment of education aiming modern problems, meeting the requirements of multidirected development of pupils, we have come to a conclusion, that by the moment of termination of a high school personality comes on a level of semantic self-control which basis is made by a complex image of the world, the person; it has an own independent opinion, an aspiration for independent important decisions making and for bearing the responsibility for their realization. According to fair statement of I.V. Abakumova and P.N. Ermakov, a pupil can be considered as semantic model of the world; senior pupil should approve, protect and realize himself in acts, his spirituality, morals, values of true, justice and good in interpersonal communication [2]. Hence, it is possible to make a conclusion that at the senior school age personality has



its dynamically developing personal-semantic sphere which influences development of special semantic strategy during apprehension of vital phenomena and processes.

If vital senses are determined by logic of life and reveal its circumstances, form a rigid enough structure tied to a vital necessity, with softly expressed psychological contents, on the opposite part there are deeply psychological, steady, "nuclear" (A.G. Asmolov, B.S. Bratus) senses of personality, as the supreme senses-values. This semantic pivotal structure of personality, forming its base "I", realizes a semantic regulation of personal vital activity of [on 4].

Concretizing mechanisms of formation of life-meaning strategies, meaning, on the one hand, vital senses as an attribute of vital world of a person, and on another – steady, pivotal system of senses of his subjective world, we should note the basic importance of interaction of specified semantic spheres of personality in a sense formation process. Locking of a semantic component of personal subject experience, a semantic matrix of his consciousness on vital values of personal vital world transfers them in a rank of personal senses, influencing in an opposite way on the steady semantic structure which generated them. In interaction of two semantic strategies in the same semantic space of personality, a sense formation process turns into a semantic self-actualization and mutual enrichment of semantic strategies themselves [4].

Interaction with the world is inevitably connected with events, changes of external world which influence the scholar. These external influences determine the environment of formation of tolerance in a wide, social context. At the same time, tolerant interaction with the world is inevitably connected with an attitude to this world. Thus, the factor of confidence in the state (society) can be considered as a separate component of life-meaning strategy of tolerance which is a link between external factors of tolerance strategy formation and internal factors, sense of subjective world through which in the same semantic space a personal sense formation process acquires a character of semantic self-actualization and mutual enrichment of semantic strategies themselves.

Pupils' sense formation appears the synthesizing beginning of a developing person as senses are "cells" of consciousness, and they make its substance [1]. From this point of view modern high school can play an essential role in formation of steady semantic educations, actualizing tolerant strategies in polycultural space.

The Literature

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