



Рисунок 6. Уровень тревожности у подростков до и после психокоррекции

Таким образом, результаты повторной психодиагностики после коррекции свидетельствуют о положительной динамике показателей нарушений эмоциональной сферы, таких как агрессивность, фрустрация, тревожность. Следовательно, можно сделать вывод, что фрактальный метод чрезвычайно эффективен в коррекции нарушений эмоциональной сферы подростков. Однако следует отметить, что диагностическая и психокоррекционная работа должна проводиться систематически не только среди подростков, но и среди родителей подростков, учителей и администраций школ, т.е. всех ответственных за эмоциональное благополучие детей и подростков.

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THE DIAGNOSTICS OF PERSONALITY TOLERANCE OF FOREIGN LANGUAGE TEACHERS

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Аннотация

Диагностика шетел тілі мұғалімдерінің жеке басындағы толеранттылықтың даму динамикасын бақылауға мүмкіндік береді. Шетел тілі мұғалімдері тұлғасының толеранттылық деңгейін бекітудің тиімді диагностикалық құралдары қарастырылған.

Тұлға төзімділіктің кешенді диагностикасы мәселесін шешу үшін этникалық толеранттылықты зерттеудің диагностикалық схемасын А.Г.Асмолова, Е.И.Шлягина сияқты қолдануға болады. Бұл мақала шолу сипатына ие.

Түйінді сөздер: толеранттылық, шет тілі мұғалімдері, диагностика, төзімділік диагностикасының әдістері, диагностикалық схема.

Аннотация

Диагностика позволяет отследить динамику развития толерантности личности учителей иностранного языка. Рассмотрен наиболее эффективный диагностический инструментарий для фиксации уровня толерантности личности учителей иностранного языка.

Для решения вопроса комплексной диагностики толерантности личности может быть использована диагностическая схема исследования этнической толерантности Асмолова А.Г., Шляги-

ной Е.И. Настоящая статья носит обзорный характер.

Ключевые слова: толерантность, учителя иностранного языка, диагностика, методики диагностики толерантности, схема диагностики.

Abstract

The diagnostics allows to track the dynamics of the development of personality tolerance of foreign language teachers. The most effective diagnostic tools for fixing the level of personality tolerance of foreign language teachers are considered.

To solve the problem of complex diagnostics of individual tolerance, the diagnostic scheme of the study of ethnic tolerance by A.G. Asmolov, E.I. Shlyagina can be used. This article is of an overview nature.

Keywords: tolerance, foreign language teachers, diagnostics, methods of tolerance diagnosis, diagnostic scheme.

“Multicultural education at school should be aimed at forming a tolerant attitude towards representatives of other cultures, nationalities, religions, etc.”, – emphasized in the Instructional-methodological letter “On the peculiarities of the educational process in the organization of education in the 2020-2021 academic year”. A foreign language is one of the main means of upbringing multiculturalism, where, together with the language, the experience of communicating with the outside world, with other people is acquired, and the process of socialization of the individuals take place. The effectiveness of the formation of a multicultural tolerant personality at school directly depends on the behavior model of a foreign language teacher, who is a conductor of the culture of the target language country. In this regard, there is an urgent need to improve the psychological, pedagogical, intercultural, socio-cultural competence of a foreign language teacher in the process of his professional pedagogical activity. In this context, psychological and pedagogical diagnostics of the development of personality tolerance of foreign language teachers is necessary.

The diagnostic technologies used to fix the tolerance level of the subjects of interaction in the school educational process are quite diverse. Conventionally, it is possible to distinguish three groups of diagnostic technologies: 1) at the level of personality (survey method, observation, tests, experiment, the products of activity analysis, etc.); 2) at the group level (e.g., observation); 3) at the level of society (e.g., content analysis of media products, psychometric procedures, etc.) [1, p. 81].

The method of observation, survey and projective psychological techniques, interviews can be used as diagnostic tools. It should be noted that a specific feature of social attitudes that regulate people’s relationships in the space of multicultural contacts and interactions are their high emotionality and low awareness. From a methodical point of view, this means that such attitudes are not always amenable to full study using verbal methods. In addition, from the point of view of L.G. Pochebut [2], the study of such attitudes with the help of verbal assessments can provoke (due their emotional saturation) an unfavorable reaction of the respondents. Thus, projective techniques, as a rule, make it possible to obtain information that is not fully realized by the respondent and reveal the deep foundations of social attitude in the sphere of multicultural relations, which makes them more preferable in diagnostics. The best effect is obtained by a combination of qualitative and quantitative diagnostic methods [3, p. 139].

All research methods of tolerance personality can be divided into specific, i.e. those that are aimed at identifying the attitudes of tolerant consciousness, and nonspecific, which describe the universal characteristics of personality and interpersonal communication, which, in turn, are signs of tolerance (intolerance) manifestation. Non-specific diagnostic methods used in the study of tolerance are aimed at studying the personal characteristics of people classified as “types” of a tolerant (intolerant) personality (for example, “Orientation of a person in communication” by S.L. Bratchenko, the method “Diagnostics of general communicative tolerance” V.V. Boyko, test of drawing frustration of Rosenzweig, color test of relations (CTR), Thomas’s test “Types of behavior in conflict”, etc.) [1, p. 84; 3 p. 139].

Diagnosis of personality tolerance is carried out by measuring the level of development of qualities and characteristics inherent in an intolerant personality. According to G.U. Soldatova, “in psychology, it is more common to diagnose and investigate negative manifestations and the negative pole of the personality, therefore, the aspects of tolerance are studied, as a rule, through the other side of tolerance – intolerance” [4, p. 30].

The most effective well-proven diagnostic tools for fixing the level of tolerance at the personality level are the following diagnostic techniques, which are reviewed in this article.

The projective technique “Cross-cultural and ethnic tolerance-intolerance” (CETI), developed by G.L. Bardier, is aimed at studying the manifestations of tolerance-intolerance in the field of intercultural and interethnic relations. The methodology is based on the idea that social attitudes are an important regulator of such relations, where the dominant place is occupied by intercultural and ethnic attitudes, which, in turn, include affective, cognitive and conative components. The method is based on an appeal to the respondent’s associations, which makes it possible to manifest both conscious and unconscious levels of the attitude [5, pp. 288-291].

The method “Ethnic tolerance-intolerance”, compiled by N.M. Lebedeva to assess the level of ethnic tolerance. Eight indicators are used: 1) valence of ethnic identity (indicators – feelings associated with ethnicity, positivity/negativity of auto-stereotypes); 2) clarity or amorphousness of ethnic identity (degree of closeness of representatives of other ethnic groups, degree of identification with another ethnic group); 3) ethnic tolerance-intolerance (valence of hetero-stereotypes, the level of social distance); 4) an attitude to preserve their culture; 5) an orientation toward differentiation based on religious and ethnic grounds; 6) the degree of perceived discrimination; 7) the categorical structure of ethnic consciousness; 8) the level of religiosity [6].

Express questionnaire “Index of tolerance”, developed by psychologists G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaev and L.A. Shaigerova, includes statements that reveal attitudes towards certain social groups (minorities, mentally ill people, beggars), communicative attitudes (respect for the opinions, readiness for constructive resolution of conflicts and productive cooperation). Special attention is paid to ethnic tolerance and intolerance (attitude towards people of a different race and ethnic group, towards one’s own ethnic group, assessment of cultural distance) [4; 5, p. 303-315].

The methodology “Types and components of tolerance-intolerance” (TACTI), developed by G.L. Bardier, is aimed at diagnosing 10 types of tolerance: intergenerational, gender, interpersonal, interethnic, intercultural, interfaith, professional, managerial, socio-economic, political; and 10 components of tolerance: affective, cognitive, conative, need-motivational, activity-style, ethnical-normative, value-orientational, personal-semantic, identification-group, identification-personal [5, p. 303-315].

The questionnaire for measuring tolerance (V.S. Magun, M.S. Zhamkochyan, M.M. Magura) was created to assess the impact of tolerance training on the consciousness of high school students, but its content is not strictly tied to the specific features of the training mentioned, and therefore it can be used for any measurements of tolerance (first of all, tolerance of people’s verbal behavior): tolerance towards representatives of other nations, people from other places, representatives of other cultures; tolerance for other views, including the views and opinions of the minority; tolerance for deviations from generally accepted norms, rules and stereotypes (including gender ones); tolerance to the complexity and uncertainty of the surrounding world. In the questions included in the methodology, there is almost no age specificity, and therefore, with a slight modification, this methodology is applicable to the study of adults [4].

The methodology “Index of Tolerance and Social Trust” (G.U. Soldatova), T.P. Skripkina), includes: trust index (scale “social trust”, scale “interpersonal trust”); index of tolerance (scale “ethnic tolerance”, scale “social tolerance”, scale “tolerance as a personality

trait”); xenophobia index (scale “xenophobia in relation to stigmatized strangers”, scale “xenophobia in relation to strangers”). For a qualitative analysis, 1) the scale of “ethnic tolerance” reveals the attitude towards persons of a different nationality and attitudes in the field of interethnic interaction; 2) the scale of “social tolerance” allows you to study the attitudes of the individual in relation to various social groups (refugees, migrants, beggars, mentally disabled) and some social processes; 3) the scale “tolerance as a personality trait” contains items that diagnose personality traits, attitudes and beliefs, which largely determine the tolerant/intolerant attitude of a person to the world [7].

The questionnaire developed by B.E. Reardon, aimed at assessing the level of tolerance and determining the measure of understanding of other people who are not like the respondent. In the questionnaire, it is required to assess the level of awareness of the people of the community where the person lives in various spheres: languages, food, art, racial and ethnic groups, education, values, social traditions, religion, features of non-verbal expression, history. There are four levels of awareness: zero, low, medium, high [8, p. 56-57].

The projective methodology “Everyday Dialogues” (ED) was proposed techniques was developed on the basis of real everyday situations and real, recorded by the author, human reactions to these situations. The purpose of the technique is to determine the level of tolerance and intolerance to the individual. The methodology can be successfully used to research, as teaching (training) and as advisory. As a teaching technique, it serves as a good tool for organizing and moderating various kinds of group discussions aimed at discussing issues related to tolerance and various options for its manifestation. In a research context, the technique is usually used in combination with other techniques. As an independent research tool, the methodology can be used both for purpose of obtaining and comparing quantitative data for different groups of respondents, and further processing information at the level of qualitative methods [5, p. 295-302].

The diagnostic test of relations (DTR) is an original modification of the method of semantic differential by Ch. Ozgud, developed by G.U. Soldatova. The methodology was developed to study the emotional-evaluative component of social stereotype and is used to study interpersonal and interethnic relations, as well as ethnic tolerance. The methodology is based on the idea that the same qualities, prescribed to oneself and others, can be interpreted in different ways: the positive qualities of one’s group can be perceived as negative in relation to another group. According to this principle, pairs of qualities were compiled, the poles of which differ in affective parameters, while the semantic meanings can be regarded as quite close. An indicator of ethnic tolerance is, first of all, the magnitude of the hetero-stereotype: the lower the value, the lower the ethnic tolerance, and vice versa [4].

In addition to the listed methods for the diagnosis of personality tolerance, researchers use: the questionnaire “Me and the Other” (G.L. Bardier), the method for determining the total indicator of tolerance, the test “How tolerance are you?” by O.I. Tushkanova, Mirmanova’s methodic, a test for the study of tolerant attitudes in the field of interethnic relations (V.S. Sobkin, D.V. Adamchuk), etc. The complex diagnostics of ethnic tolerance (“ComDET” method) developed by N.E. Solynin is interesting.

An important addition to understanding the tolerant position in the use of following diagnostic techniques: **the “Tolerance to Uncertainty” technique**, developed by S. Badner (Badner. S., 1982) [5, pp. 326-327], the “CSH technique: cultural shock”, developed by G.L. Bardier, E. Bogardus’s social distance scale for measuring distance related to race or nationality [4; 9], **the methodology “Personal readiness for change” (Personalchange-readinesssurvey (PCRS))**, developed by Canadian scientists A. Rolnik, S. Heather, M. Gold and K. Hallo [5, pp. 321-325], **Tomsk questionnaire of rigidity** developed by G.V. Zalevsky to assess the ability of a person to acquire and apply new experience [4].

An important aspect of the study for understanding the nature of teacher personality tolerance is the diagnosis of stereotypes. A person with positive ethnic stereotypes is already

tolerant or can easily become one. However, if it has ethnic stereotypes of a negative emotional-evaluative nature, then the manifestation of tolerant behavior is inherent in him to a very insignificant degree. Examples of effective methods for diagnosing ethnic stereotypes are: D. Peabody's method of studying ethnic stereotypes, the scale of basic beliefs (World Assumptions Scale, abbreviated WAS) [6]. Diagnostics aimed at other structural parts of the system of attitudes and personality values is presented: the scale of fascism (T. Adorno, E. Frenkel-Brunoswick, D. Levinson, R. Sanford), a technique for measuring predisposition to prejudice (G. Allport, B. Kramer); a questionnaire for measuring general social attitudes in children (E. Frenkel-Brunoswick), an emotional empathy questionnaire (Emotional Empathic Tendency Scale, EETS), a TAT method for diagnostics of altruistic attitudes (E.E. Nasinovskaya, V.E. Kim) aimed at diagnostics of altruistic attitudes of the personality, manifested in the emotional, cognitive and behavioral aspects [4] and other methods.

To solve the issue of complex diagnostics of personality tolerance can be used the diagnostic scheme for the study of ethnic tolerance developed by A.G. Asmolov, E.I. Shlyagina [10]. The main principle is the study of ethnic tolerance together with ethnic identity. The following methods are among the methods that effectively meet the task of diagnosing ethnic identity.

Methodology for determining the type of ethnic identity developed by G.U. Soldatova and S.V. Pyzhova, which makes it possible to diagnose ethnic identity and its transformation in the context of interethnic tension. With the help of the questionnaire, the level of ethnic identity is assessed using the following criteria: the level of negativism towards one's own and other ethnic groups, the threshold of emotional response to a foreign ethnic environment, the severity of aggressive and hostile reactions towards other groups. Identity types with different quality and severity of ethnic tolerance are identified on the basis of a wide range of the ethnocentrism scale, ranging from "dental" of identity, when negativism and intolerance towards one's own ethnic group is recorded, to national fanaticism – the apotheosis of intolerance and the highest degree of negativity towards to other ethnic groups [4].

To diagnose the severity of ethnic identity, the following are used: **a technique aimed at measuring the severity of ethnic identity** developed by Z.V. Sikevich, makes it possible to identify the content of the general structure of the ethnic identity of a person, its individual components (cognitive, affective and behavioral), as well as to measure the level of ethnocentrism [3, p. 153-154]; **J. Finney's method** of measuring the severity of ethnic identity. The methodology allows to determine the level of ethnic identity, as well as to study the cognitive (the formation of knowledge, ideas, ideas about the characteristics of one's own ethnic group' the degree of awareness of one's belonging to this group based in the interiorization of ethnodifferentiating characteristics) and the emotional components of ethnic identity (the meaning of the feeling of belonging to a group, assessment its qualities, the emotional side of the attitude towards membership in it among foreign people) [9, p. 16-19].

To assess the emotional component of ethnic identity, the "Scale of Express to Ethnicity" (N.M. Lebedeva) is used. The technique is used as part of large batteries of tests, when, for example, in the field it is necessary to evaluate a large number of parameters, but there is no way to spend a lot of time working with each respondent. The scale can also be used for express diagnostics of the result of intercultural interaction training, if an increase in the positivity of ethnic identity is expected during the training. The technique allows to assess the emotional color (valence) of ethnic identity. In fact, the methodology is a scale for assessing social attitudes, corresponding to the type of Likert scales and evaluating attitudes in relation to their own ethnic identity. The construction of the scale is aimed at assessing the positivity of ethnic identity [9, p. 14-15].

Thus, while conducting research of personal tolerance of teachers, a large number of various methods are used, built on different conceptual foundations. At the same time, it is important not only to simultaneously diagnose the degree of severity and sign of the ethnic

identity of the individual, the orientation and content of auto- and hetero-stereotypes, but also to pay special attention to the features in the motivational sphere of the individual. Joint diagnostics of ethnopsychological manifestations of a personality is a prerequisite for a systematic approach to the analysis of the phenomena of a subject's ethnic life [1, p. 89].

This article is of an overview nature and gives an idea of one of the possible approaches to the diagnosis of the personality tolerance of foreign language teachers.

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ЭПИТЕТТІҢ КОГНИТИВТІ – ПРАГМАТИКАЛЫҚ ҚЫЗМЕТІ

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Аннотация

Мақалада поэтикалық мәтіндегі көркемдік тәсіл – эпитеттің ақын тілінің мәдени-танымдық сипатын берудегі ерекшелігі, тілдік тұлғаның дәстүр тағылымы және стилі, бейнелі сөзтіркестерін жасаудағы өзіндік шеберлігі таразыланып анықталды. Сонымен қатар автордың даралық