

TOLERANCE IN THE PERSONAL DEVELOPMENT OF MEDICAL STUDENTS AND ITS FORMATION THROUGH A FOREIGN LANGUAGE INSTRUCTION

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Abstract. *The article is devoted to the current issue of tolerance. The authors present the concept of “tolerance” from the social, pedagogical, psychological and biomedical ethics points of view. The formation of tolerance in students of a medical university is viewed as an integral component in the educational process of a medical higher school due to the verily humanistic nature of the socionomic profession of a physician. The authors review the integration of the moral and character education into the foreign language instruction, based on the example of the educational work implemented at the Department of Foreign Languages of Kazan State Medical University.*

Keywords: *tolerance, moral education, students of medical schools, humanization, humanitarization, pedagogical environment.*

The issue of moral education, which is an integral, congruent and continuous pedagogical process, has always been relevant and remains so to this day. The well-being of society in general and of each individual in particular requires each of us to fulfill the generally accepted rules of behavior in society, which are based on and based on the basic moral and ethical universal values, their understanding, awareness, and the desire to preserve them.

Despite the fact that biosocial factors have a huge influence on the personality and identity formation, pedagogical factors play the most important, if not decisive, role, being controlled and focused on the education of an integral individual with the sturdy frame of internalized moral and ethics.

The moral and character education of the doctors of tomorrow is the basis of the training of a competent specialist, since, beyond doubt, this profession is based on a vocation, which in turn requires the development of a high moral and ethical culture of the individual. The issue of tolerance development in students of medical universities is all the more relevant, since a doctor cannot and should not choose a patient, but is obliged to provide assistance to any person who needs it, regardless of gender, race, nationality, reli-

gious beliefs and attitudes towards them, social status, and any other circumstances.

According to the sociological dictionary, tolerance is the patient disposition towards someone or something, and the willingness and ability to provide others with the opportunity to freedom of thought and action [1, p. 532].

In both psychological and pedagogical dictionaries, the tolerance is defined as the absence or weakening of the response to any unfavorable factor (whether physical or psychological) as a result of a decrease in sensitivity to its effects [2; 3]. In addition, the psychological dictionary provides the second definition, which implies liberal acceptance of the beliefs and behaviours of other people, which do not coincide and may even be opposite to those that are habitual to a given individual; a tolerant attitude towards otherness [2, p. 361]. In the pedagogical dictionary, the correlation of tolerance and patience is noted; endurance, self-control are said to be the external contributing factors [3, p. 265].

In the dictionary of biomedical ethics, L. Yu. Arsanulova notes that “In medical ethics, the principle of tolerance involves taking care of preserving human life and health, preventing disease and alleviating the suffering of patients, regardless of gender, age, race and

nationality, social and material status, political views and religion” [4, p.46].

Despite the above definitions coincide that tolerance is manifested in patience, the scope of this patience is wide and varies: from passive indifference or liberal acceptance to awareness, understanding and respect. The authors of the article, being consistent with A.G. Asmolov's opinion, define tolerance as “the art of living in a world of dissimilar people and ideas”. Tolerance is neither condescension, nor connivance. Tolerance is a multi-component concept that presupposes the norm of personality development, its ability to adapt to the conditions of society, perceiving and respecting the freedom of others as one's freedom. This is one of the manifestations of a mature personality, which implies the benevolence to people around and the ability to cope with distress caused by communicative situation.

Recognition of rights and freedoms, respect for others, social and emotional intelligence, readiness for constructive benevolent communication and interaction are important for future physicians, whose profession has always assumed a humanistic orientation. The physician's tolerance is manifested in an emotional stability and flexibility, empathy and compassion toward patients, in delicacy and in the ability to listen and hear out, without bias and prejudice, to put the person he/she cares for at ease, create the favourable atmosphere at the medical encounter. Indeed, “The formation of a common cultural context of interaction while maintaining and, most importantly, respecting the autonomy of the individual, is the goal and value of tolerant behaviour in medicine” [5].

As the humanitarian disciplines focus on the various aspects of human existence, they bear great potential in the moral and character education. The specificity of the discipline “foreign language” assumes a communicative orientation and dialogicity, which is reflected in the methods and forms of educational process. Due to this, the foreign language instruction, in addition to the direct formation of communicative culture, contributes to the development of awareness, social and emotional intelligence, critical thinking, and tolerance in students.

The teamwork in both classroom and out-of-class plays a key role. In pursuit of this goal, a competition “video postcard” among the 1st year students of all faculties is held at the Department of Foreign Languages of the Kazan State Medical University, in the beginning of an academic year. This competition involves making the video clips presenting their groups by the students. The degree of participation of each student, the creativity of ‘self-presentation’ and the general atmosphere of the group are assessed. This allows students to get to know each other better, master the skills of partnership, and to develop ability to cooperate through dialogue.

The medical and social volunteer activities and volunteer organizations in Russia and abroad, their focus, the necessary requirements for a person who wants to take part in their work are also discussed. After that, students are invited to join groups and think over the creation of a hypothetical volunteer organization, its focus and forms of work, a set of requirements for the personality attributes of volunteers.

The content plays a significant role, therefore, current educational materials are supplemented with authentic ones containing the moral and ethical aspects, for example, “Essential qualities of a good doctor”, “Ideals and the Hippocratic Oath”, “The Doctor-Patient Relationship Impacting the Success of Treatment”, the extracts from “Good medical practice” by GMC, etc.

The assignments also include discussing the quotes from famous people (philosophers, poets, writers, doctors), followed by writing an essay expressing the understanding and opinion on the topic presented, for example: “The more we care for the happiness of others, the greater our own sense of wellbeing becomes”. – The Medicine of Altruism: Dalai Lama; “It is necessary to be tolerant, in order to be tolerated”. – Norman Macdonald; “Whenever a doctor cannot do good, he must be kept from doing harm”. – Hippocrates.

Since the development of a tolerant consciousness is impossible without knowing and preserving the history of one's own people and the traditional values, the life stories of the Russian doctors and scientists (for example, about S.P. Botkin, I.P. Pavlov, N.I.

Sklifosovsky, N.I. Pirogov, N.M. Amosov, V.F. Voino-Yasnetsky (Archbishop Luke), M.V. Lomonosov, D.I. Mendeleev and others), and their scientific activities are studied.

The students are involved in scientific research related to the linguistic, cultural, moral aspects of medical discourse, which has a positive impact on increasing both the level of proficiency in a foreign language and awareness in these aspects [6, 7, 8, 9].

Tolerance cannot be formed solely on the basis of external influences, since this is a gradual continuous process of development, implying rethinking, reflection, occurring as a result of personal growth. It is important to note that it is impossible to educate a person of a high moral standards without being the model and showing an example of one's own behaviour, reasoning, and attitudes. So that,

the creation of a mutually trusting, comfortable, tolerant psychological and pedagogical environment in the study group, in which the personality and opinion of each student is respected, and the controversial issues are resolved through constructive discussion is of particular importance.

Thus, we can highlight that humanization and humanitarization of the educational process are the basis to create a tolerant educational environment contributing to the tolerance development in students. It implies the team-work, dialogicity, cooperation of all the participants of educational process. It is relevant to enhance the educational materials by supplementing them with the ones aimed at the development of awareness, and educating moral and ethical values inherent to the medical profession.

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ТОЛЕРАНТНОСТЬ В ЛИЧНОСТНОМ РАЗВИТИИ СТУДЕНТОВ-МЕДИКОВ И ЕЁ ФОРМИРОВАНИЕ ПОСРЕДСТВОМ ИНОЯЗЫЧНОЙ ПОДГОТОВКИ

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Аннотация. Статья посвящена актуальной проблеме толерантности. Авторы обращаются к трактовке понятия «толерантность» с точки зрения социологии, педагогики, психологии и биомедицинской этики. Формирование толерантности у студентов медицинского вуза рассматривается как неотъемлемая составляющая образовательного процесса медицинского вуза в силу истинно гуманистической сущности социологической профессии врача. Авторы обсуждают интеграцию нравственного воспитания в обучение иностранному языку на примере воспитательной работы, проводимой на кафедре иностранных языков Казанского государственного медицинского университета.

Ключевые слова: толерантность, нравственное воспитание, студенты-медики, гуманизация, гуманитаризация, педагогическая среда.