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### Formation of a Tolerant Personality Through Theater Pedagogy

*Formación de la personalidad tolerante mediante la pedagogía del teatro*

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#### RESUMEN

La relevancia del problema de formar una personalidad tolerante se justifica por las condiciones de coexistencia de representantes de diferentes culturas dentro del mismo estado, así como a nivel de su interacción interestatal. La investigación nos permitió establecer que el proceso de formación de tolerancia como una cualidad necesaria de la personalidad consiste en desarrollar el interés de los estudiantes en el problema del mundo multicultural, mientras que depender de métodos y tecnologías de pedagogía teatral les permite formar una visión holística del mundo, establecer una conexión estrecha con él y con sí mismos.

**Palabras clave:** Adolescente, educación, pedagogía teatral, proceso educativo, tolerancia.

#### ABSTRACT

The relevance of the problem of forming a tolerant personality is justified by the conditions of coexistence of representatives of different cultures within the same state, as well as at the level of their interstate interaction. The research allowed us to establish that the process of forming tolerance as a necessary quality of personality consists in the development of students' interest in the problem of the multicultural world while relying on methods and technologies of theatre pedagogy allows them to form a holistic view of the world, establish a close connection with it and with themselves.

**Keywords:** Adolescent, education, educational process, theatre pedagogy, tolerance.

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## **INTRODUCTION**

One of the notable trends in the era of multiculturalism and globalization is the unrelenting interest of the international community and political elites in the problem of tolerance. This problem is also relevant for Russia as a multinational state, where historically many ethnic groups were settled on its territory, differing in language, culture, religion. The importance of intercultural interaction for the process of personal development is emphasized in the works written by such modern researchers as N. Nurgayanova (Nurgayanova et al.: 2015). The significance of the multicultural dialogue between diametrically opposed cultural traditions and its role in improving approaches and methods in education was disclosed in the works of S. Karkina (Karkina et al.: 2019), G. Batyrshina (Kayumova et al.: 2019). The pedagogical potential of the ethnic-confessional environment that characterizes the Republic of Tatarstan as a multicultural and multiconfessional region was substantiated in the works of L. Faizrahmanova and E. Kovrikova (Faizrahmanova & Kovrikova: 2017), where the problem of the formation of a tolerant personality as one of the most important is also outlined.

Theatre is an effective means of forming a tolerant personality of students which has specific properties of impact on the audience. It is known that theatre as a synthetic art form integrates literature, stage action, music, dance, set design. Its aesthetic impact on audience perception is complex; it is especially significant in the process of activating the "individual capable of artistic and creative re-comprehension and the development of the surrounding world in accordance with the laws of beauty" (Akhmetshina & Kadyjrova: 2017). It is these features of theatrical art (emotional contagiousness, deep impact on the psyche of the viewer, his involvement in the creative process) that the authors of manuals in the field of theatrical pedagogy use. There is no doubt that theatrical art, as well as the methods and techniques of theatrical pedagogy, can be used in the practice of educational institutions as an effective means of educating young people.

The contribution to the development of the theory and practice of the formation of personal qualities of students by means of theatrical art was made by famous representatives of science, theatrical art, culture and education. Their works reveal the features of the formation of spiritual and moral values (N.N. Bakhtin (Bakhtin: 1913), V.G. Belinsky (Belinsky: 1953), L.M. Nekrasova (Nekrasova: 2019), K.D. Ushinsky (Ushinsky: 1950)); concepts of tolerance in pedagogy (D.M. Abdurazakova (Abdurazakova: 2009), N.M. Borytko (Borytko et al.: 2006), O.V. Gukalenko (Gukalenko: 2003), V.A. Ershov (Ershov: 2000), M.S. Mirimanova (Mirimanova: 2002)). At the same time, the need for studying this problem is obvious, since the theatre has significant educational potential, and the methods and techniques of theatrical pedagogy can be used to form tolerance as a necessary quality of personality in students of older school age.

## **METHODS**

This study was carried out by means of theoretical methods, among which the analysis of scientific literature and other sources on the research problem, including methodical literature, the study of the methods and technologies of theatrical pedagogy, the generalization of research materials, as well as practical methods, including observation and communication

## **RESULTS**

One of the key principles in modern pedagogy of society is the principle of tolerance, which meets the requirements of the development of modern society. At present, tolerance is one of the important personal qualities that should be inherent in modern man. However, in order to understand the meaning of the words "tolerant person", it is necessary to reveal the meaning of the concept of "tolerance", the meaning of which has changed throughout the history of mankind.

In the Middle Ages (until the end of the 17th century), the concept of “tolerance” was associated with the religious ideas of society. The medieval philosopher Thomas Aquinas interpreted this concept as a mandatory overcoming of the suffering that fell to a lot of men; in medieval European society, “tolerance” was understood as a manifestation of God’s love and tolerance of the Almighty for people. In the Renaissance, the characteristic of tolerance acquired other features in connection with a change in the attitude of European society towards a person who was now proclaimed as the main value (the idea of humanism). In the era of the New Age, tolerance began to mean freedom of choice, voluntary entry into the religious path, non-violence. The idea of tolerance correlated with the acceptance of the values of the Other and the preservation of one’s own value guidelines.

In the Cambridge Dictionary, the concept of “tolerance” is defined as a synonym for tolerance. “Tolerance”: from Lat. tolerant - patience, endurance, acceptance; from English tolerance - “tolerance, a willingness to accept behaviours and beliefs that are different from your own, even if you do not agree or disapprove of them”.

The concept of “tolerance” adopted by the international community is disclosed in the 1995 Declaration of Principles of Tolerance, which states that tolerance is “respect, acceptance and correct understanding of the rich diversity of cultures of our world, our forms of self-expression and ways of manifesting human personality; the duty to promote the affirmation of human rights, pluralism (including cultural pluralism), democracy and the rule of law.” Modern pedagogy as a science and practice is called upon to educate a tolerant personality, to create conditions for its formation, which meets the needs of society (Mead & Doecke: 2020).

In pedagogical science, researchers consider education as a means of forming a student’s tolerant personality. N.M. Borytko understands tolerance as “respect for the other, his values and willingness to accept the multiplicity of cultures, abandoning quantitative assessments”.

It is possible to instill the basics of tolerance from preschool age. However, adolescence (high school students), which is a sensitive period of adolescent’s moral maturity, the age when self-consciousness develops and, the worldview, self-esteem of students is formed, to a greater extent has the potential for the formation of a tolerant personality (Shem-Tov: 2020).

A vast influence on the formation of personality is exerted by the external environment (family, friends, social environment, educational, cultural and educational institutions) and the values that are significant in it. The purpose of the formation of tolerance is not only the formation of various forms of psychological stability but also the development of students’ ability to critical thinking. That is, following the principle of a reflective position, a teenager should analyze the situation, consciously react to what is happening, based primarily on moral values. The level of tolerance of a person is determined by his personal qualities, morality, culture, social maturity (Maralova et al.: 2016).

One of the important types of art, which is designed to perform an educational function, is theatrical art. In the pedagogical science of the 20th century, the problem of “Theater and Children” is studied; scientists are discussing the interaction of the theatre with children of different school age, the possibility of using forms, methods, and technologies of theatre art in the educational process, and the perception of theatre art. An active discussion of the role of theatre in the educational process is due to its pedagogical potential associated with its specificity as a synthetic art form. The theatre synthesizes various types of artistic activity: music, choreography, painting, set design, acting, arts and crafts, and literature. Representatives of one of the areas of pedagogy of art - “theatrical pedagogy”, whose goal is the development of personality, were engaged in solving the problem of the interaction of the theatre and children’s audience (Garro: 2017).

According to the laws of theatrical pedagogy, “school theatrical pedagogy” lives, which is part of it and is aimed at educating the student’s personality. The main tasks, in this case, are disclosure of the creative potential of students; development of a comprehensively harmonious personality; education of artistic taste, familiarization with spiritual and moral values.

The basic principles on which school theatre pedagogy is based are the principles of eventfulness, living, improvisation, personal creative activity, and diversity. The principle of events involves experiencing any phenomenon in reality that can change a person's worldview (Billingham: 2019). The principle of living is closely related to this principle, that is, the result of a personal experience of an event. A distinctive feature of theatrical pedagogy is the principle of improvisation and personal creative activity, which imply freedom for expression and help to unleash the creative potential of the child.

The principle of diversity of content involves the use of variable teaching materials, various methods, teaching technologies, forms of work. School theatre pedagogy has two main directions. The first direction is the use of theatrical practices in the educational process. Thanks to the creative approach used by the teacher at the lesson, students are immersed in the cultural space; they live this situation and gain personal experience. The second direction covers various types of extracurricular activities: school theatre, collective creative work, theatre visits, organization of classes in acting.

## **DISCUSSION**

When submitting material in the educational process, it is important to observe the techniques of theatre pedagogy: active forms of presentation of material in order to enhance the perception of students; plot construction of the educational process (from the unknown to the acquisition of new knowledge); emotional significance for students; the inclusion of personality in the educational process, the use of interactive theatrical techniques; disclosure of the theme through a holistic image; the presence of collective creative activity; focus on obtaining a creative product.

In high school, it is especially important to use the methods of theatrical pedagogy in the classroom, as well as conducting extracurricular activities related to the theatre, since at this age there is a process of self-awareness and child self-determination, personality formation. The methodology and technologies of theatrical pedagogy form a holistic view of the world, help to restore communication with the world, with oneself. The most relevant moral and civic themes form a patriotic consciousness, a tolerant personality.

Theatre art, and art as a whole, creates certain ideas, forms a picture of the world in the minds of representatives of the young generation. The main task that art, including theatres, solves is the "translation" of moral and spiritual values, traditions inherent in one or another national culture. For example, the theatrical art of the Republic of Tatarstan combines both Russian and Tatar theatrical art (Maralova et al.: 2016).

In Kazan, there are two theatres for young spectators (Youth Theater) that perform these tasks, transmit cultural values to the young generation of Tatarstan people: the Kazan State Theater for the Young Spectator (for the Russian-speaking audience and the Kazan Tatar State Theater named after G. Kariev. The performances are staged in Russian. Thus, in Tatar, the Republic of Tatarstan popularizes its native language, preserves the national cultural heritage, and at the same time develops the theatrical culture of both peoples.

## **CONCLUSION**

Theatrical art is an effective means of educating a high school student since, during this period, the personal formation of a teenager occurs. The young spectator (student) takes an active part in theatrical action, sitting in the auditorium in the process of perceiving the performance. The theatre is of educational importance, and it is important for the teacher not only to watch the performance together with the students but to discuss what he has seen and experienced with them. A visit to the theatre forms not only the audience culture but also personal qualities, spiritual and moral values, self-awareness, including tolerance.

Realizing the potential of theatrical culture, a variety of theatrical techniques and technologies are used in schools. In particular, theatrical pedagogy offers the use of game techniques in the educational process,

since the game is a universal form of human activity, a means of learning by students of the reality surrounding them, which they transform in the course of game activity. Game activity in the educational process is aimed at shaping the personality of students, revealing their creative potential, developing imagination. The child is socialized through the game.

The following methods are proposed that are used in lessons in educational organizations with the aim of forming students' personal qualities, establishing their self-identity and further socialization: simulation games, business theatre, psychodrama and socio-drama, role-playing games, as well as a specific method characteristic of theatre pedagogy - the method of historical parallels.

An analysis of scientific and methodological literature allowed us to conclude that aesthetic education is important for the harmonious and comprehensive development of the personality, during which a patriotic and tolerant consciousness of the individual is formed, and his creative potential is revealed. Theatre art contributes to the formation of certain ideals, creates a specific picture of the world through artistic means.

During the study, it was found that the process of forming a student's tolerant personality is influenced by both internal (biological) and external (social) factors, that is why tolerance is a personal quality that is formed in the process of child socialization.

The formation of tolerant consciousness acquires certain features in senior school age since it was during this period that the formation of the personality took place, the processes of self-assertion, self-awareness were activated, value guidelines were established, and a world outlook was formed. Defining the goal - to form tolerance as a necessary quality of personality, it is necessary to develop students' interest in this problem, since it is precisely the interest that motivates the child to know the surrounding multiethnic and multicultural world.

Theatrical pedagogy proposes to use game techniques in the educational process since the game is a universal form of human activity, and for children a means of understanding the reality surrounding them, which they transform in the course of theatrical and game activity. The methods and technologies of theatrical pedagogy help a teenage student to form a holistic view of the world, to establish a close relationship with him and with himself.

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