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TEACHING TOLERANCE IN THE ENGLISH CLASSROOM

Макалада англис тил сабактарында толеранттуулукка тарбиялоо жөнүндөгү ойлор жана англис тилинин бардык аспектеринде колдонуунун жолдору каралды.

Түйүндүү сөздөр: толеранттуулук, толеранттуу, чыдамдуу, жалтылоо, аң-сезимде калыптанган туура эмес ой жүгүртүү, дискриминация, стереотиптер, сылыктык, орой мамиле, критикалык ой жүгүртүү, ар түрдүүлүк.

В статье рассмотрена проблема преподавания о толерантности на занятиях английского языка. Предмет исследования-методы преподавания толерантности на различных аспектах английского языка.

Ключевые слова: толерантность, толерантный, терпимый, обобщение, предрассудок, дискриминация, стереотипы, вежливость, грубость, вежливое поведение, грубое поведение, критическое мышление, разнообразие.

This article considers the issue of teaching tolerance during the English classes. The subject of the research is the ways of teaching about tolerance in the different aspects of the English language.

Key words: tolerance, tolerant, patience, generalization, prejudice, discrimination, stereotypes, politeness, rudeness, polite behavior and rude behavior, critical thinking, diversity.

In the XXI century, in the high technical era, everyday events show that *tolerance education* needs to be taught and developed in the family, and in all educational institutions. Because of many places of the world still confront with conflicts and wars, hundreds of children and elderly people die, suffer and seriously wounded around the world every hour, every day. Hundreds of schoolchildren are dying, suffering from bullism at school or outside and committing suicide. What is *tolerance*? Why is it important to be taught in the family, kindergartens, schools and universities?

According to the Dictionary of Foreign words, *tolerance* is a word of Latin origin and has the following meanings:

1. noun. respect for the rights or practices of others;
2. noun. a fair, objective and permissive attitude toward those, whose opinions, beliefs, practices, racial or ethnic origins from one's own.
3. noun. a fair, objective and permissive attitude toward opinions, beliefs and practices that differ from one's own.

[1. I.V.Lehina, *Dictionary of Foreign Words*, p. 691, Moscow 1954]

In recent years, schools have given an increasing amount of attention to issues surrounding *diversity*, *stereotypes* and *tolerance*. Character building education, multicultural material, the wave of tolerance are being taught through the lessons, taking into consideration of the grades of the learners.

Such incidents as killing James Byrd because he was African-American or the attacks of public places such as churches by young people are shocking. Hate-motivated crime is still alive in the world. The need for tolerance is not because of an epidemic of hate crime, because of the much more mundane and daily social interactions that require treating each other with respect and dignity. It is in the interactions, where educators deal with intolerance

most frequently, hallway insults, angry outbursts and smug dismissals of others' viewpoints during class discussions.

Tolerance itself is not a virtue. If a student tolerates smoking and driving, his tolerance is not virtuous. Tolerance is neutral. It drives its value from what it is the student tolerates and the manner in which the student expresses his tolerance or intolerance. This involves character.

When a student uses a racial slur, his problem is not a lack of tolerance, but a lack of kindness and a problem with esteem. The root of belief in racial superiority, when a student makes fun of a classmate's point of view during a class or discussions, his problem is not in a lack of tolerance but a lack of courtesy. When a student spits on another student, because he thinks that his classmate is shy or quiet or weak, tolerance is issue of self-control.

Proper tolerance is the outgrowth of moral character qualities, such as kindness, patience, courtesy, humility, love, self-control and courage. Even intolerance should be expressed through these qualities. [2. Erik Burkner]

"Respect and tolerance are liberating acts, whereby the differences of others are recognized as the same as our own and whereby the riches of another culture are taken as wealth of all." [3. Irina Bokova, Moscow, 2014]

Tolerance recognizes the universal human rights and fundamental freedom of others. People are naturally diverse, only tolerance can ensure the survival of mixed communities in every region of the globe.

Tolerance education can be taught mostly in every aspect of the language: reading, writing, listening and speaking and at the class meetings as well. The following lesson plans are recommended on tolerance education.

Lesson Plan 1

Theme: Teaching about Tolerance

Objectives:

By the end of the lesson students will be able to:

- learn the meaning of the words: stereotypes and prejudice;

- work in groups to come up with stereotype statement;

- discuss whether the statements are true;
- write what they learned from the activity;

Key words: stereotype, tolerance, fairness, violence, culture, racism, judgment, Mexican, Hispanic, Native Americans, multicultural, assumption, assume, opinion, self-esteem.

What is a stereotype? noun. an overly simple picture or opinion of a person, group or thing, it is a stereotype to say all old people are forgetful.

Students work in pairs to answer what a stereotype is. After all give their reply, a teacher writes the definition of the word *stereotype* on the blackboard.

All old people are forgetful.

Men are better at math than women.

African-American men are the best basketball players.

Some stereotypes students might have thought:

- All young kids are noisy.
- People who wear glasses are smart.
- Poor people are lazy.
- Women are better cooks than men.
- All politicians are crooks.
- All doctors are rich.
- All tall people are good basketball players.
- All Germans are punctual.

Stereotypes can be caused by some general false images or ideas.

Prejudice is an emotion or a feeling.

Discrimination is a negative act against different cultural groups by a prejudiced person or a group.

On the pre-speaking activity the students discuss the ideas written on the blackboard/chalkboard in pairs. After each student expresses his/her opinion on the ideas: stereotypes, prejudice and discrimination, the teacher asks the students to give examples from everyday life.

In the extension activity the students answer the questions written on the blackboard:

1. What different cultural groups live in your in your home city/town/village?

2. Where do you find examples of stereotypes, discrimination?

3. Did you have examples of prejudice in the at schools?

Lesson Plan 2 (Reading) Level: Pre-Intermediate

I. Theme: Being Polite from Culture to Culture

II. Objectives: By the end of the lesson the students will be able to:

- Understand the importance of appropriate behavior in culture;
- Identify what is polite and what is rude in different cultures;
- Being polite is important in every culture;
- Develop critical thinking skills;

III. Materials and things: A tape and a disco on, words with vocabulary: polite behavior, rude behavior, awkward, appropriately, manners, firmly, respect, gestures, body language, make a good impression;

IV. Method: Interactive method, a pair work, small group activities;

activities	objectives	students' interaction	time
warming-up: Saying compliments to each other	to organize and involve all the students in the following activities	Pair-work	5-7 min.
pre-reading	to develop the critical thinking skills of the students	Small-group activities	5 min-8
reading	to understand cultural differences, and what is polite and rude in different countries.	individual work	15 min
listening	to develop reading skills of the students	individual work	10-15 min
post- reading	to develop critical thinking of the students	pair-work: students answer on the main ideas of the article	10 min
pre-speaking: discussion	to develop presentation and listening skills	pair-work: students discuss the polite ways of greeting, receiving a gift and saying good bye in pairs.	5 min
speaking	to develop speaking skills of the students.	individual work: each student expresses his/her own opinion concerning to the cultural differences.	10-15 min
conclusion of the lesson	to review the main steps of the lesson to check how far the students remember the ideas of reading.	individual work	5 min

Students need to be taught that tolerance arises from character, if they don't understand this, they will think they are tolerant, when they are actually expressing indifference. Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human.

Lesson 5

I. Theme: Teaching about Tolerance through Music

II. Objectives: By the end of the lesson the students will be able to:

- read and talk about the underlying messages in the song of Peter Paul and Mary;
- choose a follow-up activity: write a poem, perform a poem, sing a song, perform a role play or draw a picture, that evokes the feelings or sentiments of one song's lyrics.

III. Materials: text/record of the song, pictures showing feelings and emotions of people;

IV. Key words: lyric, poetry, tolerance, prejudice, self-esteem, etc.

Procedure

1. Warming-up. Students greet each other in an unusual way. They make a circle and from the left to the right one by one they greet students around the circle. Students create spontaneously the unusual activity. (to draw the attention of students and involve them in the classroom activities) 7-10minutes

2. Pre-listening activity. The students are asked to predict the idea of the song they are going to listen to. Students work in pairs discussing what is the idea of the song they are going to listen to. (5-8 minutes)

3. Listening to the song. First students listen to the

song. For the second time they fill the gaps of the lines with appropriate words. (10 minutes)

4. Post-speaking activity. Students answer the questions True /False . (2-3 min)

5. Discussion: Students are asked to discuss the question. (15 students)

6. Small-group activities. Students create their role-play. (10 min)

7. Presentation. (10 min)

8. Writing: Students write a paragraph what they knew from the lesson and read. (15)

Tolerance education should help young people develop capacities for independent judgment, critical thinking and ethical reasoning. The diversity of our world's many religions, languages, cultures and ethnicities is a treasure that enriches us all.

Literature

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