

About Tolerance Development in Future Social Workers at University as a Professionally Important Quality

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Abstract

Background/Objectives: The authors analyze the results of diagnostic techniques which reflect the level of development (formedness) of the particular components of the professionally-communicative tolerance in the graduates majoring in "Social work". **Methods:** At many universities of modern Russia teachers work out and test new types of methods and techniques of tolerance development in the future social workers as a professionally important quality of the specialists of "helping" profile. During personal and business contacts with clients of various ages, social, professional, ethnic, religious groups a social worker must show socio-psychological tolerance. **Findings:** To understand the peculiarities of developing professionally-communicative tolerance in future social workers at university, the authors have investigated the psychological mechanisms of this phenomenon formation among boys and girls aged from 17 to 23 (students of Russian universities (universities in Moscow, Krasnodar, Kursk, Sochi, Anapa) majoring in "Social work"). The results show that there is a strong functional interaction between tolerance development among students (future social workers) and their individual, age and gender features. **Applications:** The article presents recommendations for individually-oriented work of the high school teachers with students during the curricular practical training social services which contribute to the professionally-communicative tolerance development of the future social workers.

Keywords: Gender Differences, Professionally-Communicative Tolerance, Professionally Important Qualities, Social Work Specialist

1. Introduction

At the present stage of society development, the manifestation of tolerance and understanding between people being realized at different levels of personal and business interaction are considered to be necessary conditions for full-fledged and effective existence in the global world of the personality (group), as well as the society as a whole. Meanwhile, unfortunately in the modern world the humanity has to face with the phenomena, such as the exacerbation of conflicts for ethnic and religious reasons and a high level of aggressiveness of the population, including the youth.

In many international documents (for example, in the International Code of Ethics and Professional Conduct for Social Workers)¹ and Federal documents of the Russian Federation (particularly, Professional Code of the members of the Interregional Association of Social Services of Russia, the Moral Code of the Association of Social Workers and Social Care Teachers of the Russian Federation, in qualification characteristics of profession "a specialist in social work" and "Social Work Specialist" National Occupational Standard approved by the Ministry of Social Security and Labor of the Russian Federation) the requirements are fixed for the formation of profes-

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professionally important qualities of a Social Work Specialist, including tolerance which has a special place.

The concept of the State National Policy of the Russian Federation emphasizes the need to create a system of tolerance formation and culture of interethnic communication at all stages and levels of education, including training of specialists and institutions of higher education and institutions of postgraduate education. One of the principles of the state policy in the field of education stipulated in the Law on Education of the Russian Federation is considered to be the priority of human values, civic education, respect for the rights and freedoms of the individual, protection of national cultures by the education system, regional cultural traditions and peculiarities in the conditions of the multinational government.

In the job diagrams of “a Social Work Specialist”, which are made (created) by leading researchers in the field of social work²⁻⁹ tolerance as a socially important quality of the specialist’s personality also plays a significant role.

Currently functioning in Russia Federal State Educational Standards of higher professional education in the field of professional training in “Social work” (bachelor degree course and magistracy) define high requirements to the content and level of communicative and psychological training of students. One of the most important components of this training is to develop professional communication skills, professionally-communicative tolerance, professional and ethical forms of behavior of the graduate (young specialist in social work) that largely determines the manner of mastering the profession and furthermore, craft skills in general.

Since the 20th century, scientists from different fields of science justify the content and function of category “tolerance”¹⁰⁻¹⁶. It is important for solving many problems that are associated with the professionalism development of specialists working in “man–man” system.

The tolerance development of the future social workers in the period of professional training at university is an objectively necessary phenomenon of the contemporary socio-pedagogical reality, of the actual professional practice in the social services.

It is important for a modern professional community of the social workers to form the anthropocentric life position among specialists based on the recognition of the world diversity, variety and heterogeneity of people. However, it should be noted that it would be wrong to consider the following statement fair: “Tolerance is always

good, intolerance is always bad.” Measure is necessary in everything. For example, the commitment to a principle can be a positive manifestation of intolerance; permissiveness is a negative example of tolerance.

Tolerance as a professionally important quality of the social workers’ personality can and should be developed and for this purpose it is necessary to implement certain psycho-pedagogical technologies and conditions during their training at university.

2. Literature Review

The objective importance of the tolerance development process of the future social workers during the professional training at the university is due to the fact that social work is organized with a large range of clients, including the individuals who cannot “inspire sympathy” for the specialist. Political, religious and national characteristics of individuals who need socio-pedagogical assistance, their behavioral stereotypes and their appearance can be unusual for a social worker. Meanwhile, the diversity of human types, national and cultural traditions, patterns of behavior is the key to the sustainable development of mankind. A Social Work Specialist should not condemn the activity of another person until he or she is safe and does not cause damage to others, until he or she cannot define clients (wards) as “good” and “bad”, “comfortable” and “uncomfortable”. Anyone who needs help of a social worker must receive it¹⁷⁻²². Therefore it is vital to develop tolerance as a personality’s professionally important quality and as a basic component of this professional communications during future social workers’ education.

To substantiate the author’s position towards the essence of concept “professionally-communicative tolerance of social workers” the works of several leading experts in the field of psychology and philosophy of social work have been studied^{17,15,23-30}. Special attention was drawn to the works of psychologist³¹ who introduced the term “communicative tolerance” into the scientific use in Russia.

In this article professionally-communicative tolerance of social workers (hereinafter – PCT of SW) is seen by the authors as the reflection in everyday behavior of a specialist, his humanistic-oriented position in various types of personal and business communications. This tolerance is connected with professional ethics and moral ideals of a specialist, his personal position in the sphere of professional communications, qualities of his character

and individual personality, moral principles and spiritual values, as well as the lack of professional deformation of an individual. In general, professionally-communicative tolerance of a social worker is implemented in the realities of labor activities through deontological models of specialist's behavior and promotes effective interaction in systems "a specialist – his client – people close to the client", "a specialist – a multifunctional specialists' team – a client", "a specialist – his colleagues – managers of social services" and it provides a productive solution of professional communications problems³².

Working out and implementing the research methods to develop professionally-communicative tolerance of future social workers at university, we have proceeded from the fact that this tolerance is characterized by unity of motivational, intellectual, emotional, behavioral manifestations and its development in conditions of high school leads to complex regulatory system of efficient professionally-communicative behavior of a specialist. Also the authors were unanimous with specialists^{15,33,34} who believe that tolerance as a professionally important quality of social workers' personalities can be developed if we use specialized techniques in the process of studying.

3. Method

Participants of the experimental work (2002–2015) were students (aged from 17 to 23) of Russian State Social University (Moscow and branches of the University in the cities of Kursk, Anapa, Sochi), Moscow City Pedagogical University (Moscow, Russia), Kuban State University (Krasnodar, Russia) who studied professional training course "Social Work" (bachelors, the period of study is 4 years). Each academic year (within the above-mentioned 13-year period of experimental work) a total of 86 full-time students on a voluntary basis were involved in research (gender of students each year was almost stable: 70% girls and 30% boys). The total number of participants was 1028 students (future Social Work Specialists).

As it was noted above, professionally-communicative tolerance of a social worker is characterized by unity of motivational, intellectual, emotional and behavioral manifestations. Therefore, to diagnose the individual characteristics of intellectual substructure of PCT of SW "Style of Thinking"³⁵ and "Thinking Stereotypes" techniques³⁶ were used.

To diagnose motivational and value features of future social workers the following techniques were used: "Technique for diagnosing orientation of a person (orientation questionnaire)" by³⁷ the test of value orientations by³⁸ method by³⁹ to identify semantic availability of a personal to communication and "Projective method to study the perception of interpersonal relationship by a subject"^{40,41} (as modified by the authors of this article).

To diagnose the individual characteristics of communicative and behavioral manifestations of future social workers tolerance the method for determining the "level of communicative tolerance of a personality"³¹ and 16-factor personality questionnaire by⁴² were used.

Experimental study of the process of professionally-communicative tolerance development of social workers at university was carried out at the following levels:

- Level of multivariate analysis of students' subject life (personal and primary professional) experiences in the context of professionally-communicative tolerance development as a psychological phenomenon;
- Level of purposeful and systematic development of motivational, cognitive, emotional, active substructures of individuals' tolerance and their interactions;
- Level of stimulation and transformation of various forms of students' subject-personal activity in the context of tolerance self-education as a professionally important quality of a social worker.

4. Results

4.1 Studying Experiment

Before the start of training (forming) experiment on tolerance development of the future social workers at the university the pilot study was conducted. As a whole, 380 social workers in Moscow, 253 social workers in Krasnodar, 186 social workers in Kursk, 83 social workers in Sochi, 75 social workers in Anapa were interviewed.

The analysis of the survey results showed that 51.3% of social workers (from the total amount of respondents) are experiencing communication difficulties in the sphere of tolerance as professionally important quality, which generally reduces the effectiveness of professional activity, leads to dissatisfaction with the results of labor and in some cases, forms inadequate professional and personal self-concept of a specialist.

The majority of the interviewed social workers assert that the main reason of their communication difficulties is because during the university study they did not learn to realize their individual communicative capabilities in the professional communication, did not work out the ways of adapting to different communication conditions and did not develop communicative tolerance. Meanwhile, this tolerance is characterized by understanding and acceptance of the different characteristics of different individualities, not using oneself as a standard while evaluating other people, the ability to hide and smooth out unpleasant feelings in case of confronting with uncommunicative customers, the lack of categoricalness in assessing people, tolerance to physical and psychological discomfort of the partner, the ability to take into consideration the peculiarities of behavior, habits, attitude to others, demonstration of the possibility of finding common points in all situations.

The process of future social workers tolerance development at university includes the following steps:

- The propaedeutic phase, during which psychological service specialists of university implement a comprehensive diagnosis of professional and personal characteristic of students, make the analysis of the obtained results. A student receives the necessary information about the nature of concepts and techniques of professionally-communicative tolerance of social workers development. On the basis of interiorization of psycho-diagnostic data a student learns the individual characteristics of his own style (selective style, efficient adaptive style, synergistic style) of tolerance⁸ and as a rule, understands the necessity of its improvement;

- The praxeological (training, active) phase, during which there is a development of compensatory mechanisms of weak tolerance parts, owing to the students inclusion in different types of volunteer activities and individual-based practice (Table 1); at this stage, mutual projection of students' individualities on the specifics of their professional activity and conversely, demands, goals, activity conditions on individual capacity, initial professional experience, development of basic operations of tolerance, test in actual practice their individual skills of tolerance, formed at the first stage;

- The acmeological stage, during which the student either assert himself in his choice of tolerance display or understands that the chosen variant must be modified; he determines the best individual model of personal and professional self-development in the field of tolerance.

The realization of the research objectives of the professionally-communicative tolerance development process of the social worker at the university demanded an adequate use of various practices. During the training the students were involved in professional activities on the base of a certain social service. A student had the opportunity, on the one hand, to emotionally experience the results of aggressive, intolerant communication and on the other hand, to internalize the peculiarities of tolerant communication. Curricular practical training contributed to the change in the student's particular positions towards oneself and professional activity, dynamism and communicational intensity, changes in specific socio-perceptual stereotypes, creation of the professional-tolerant behavior model of a social worker' personality.

4.2 Techniques of Professionally-Communicative Tolerance Development of Future Social Workers at the University

The most important place in psycho-pedagogical support and technological provision of the investigational process of social workers' tolerance development at university belongs to the system of trainings, courses, workshops, aimed at developing tolerance substructures. For example, in the process of studying the course "Psychological perfection of a social worker individuality" techniques for determination of beliefs⁴³, methods of sanogenic thinking of a specialist development⁴⁴, the beliefs identification method⁴⁵, the activity analysis method⁴⁶ were used. The students got acquainted with the methods for affirmation of environmentally friendly beliefs, enhanced the impact of affirmations. Special interest was aroused by the method of cognitive dissonance, the method of dissonance by analogy; methods of psychological aikido⁴⁷.

The training course "Professionally-communicative tolerance of a Social Work Specialist: The unity of the personal and the professional" was approbated during the experimental work. During the training serious attention was focused on the ethno-psychological training of future specialists, psychological aspects of gerontology, psychology of religious belief. Certain difficulties emerged in the process of changing socio-perceptual stereotypes of future specialists (anthropological, ethnic, socio-status, social and role, expressive and esthetic, verbal and behavioral). This course of training was devoted to the consideration of situations in the professional activity of social workers demanding a high level of professional and communicative tolerance.

Table 1. Some recommendations for individual-based work of a practitioner with trainee students having different individual styles of tolerance

Typical defects in the activities of a trainee	Methods of psycho-pedagogical influence
<i>Synergistic style of professionally-communicative tolerance of social workers</i>	
Inclined to improvisation, possible manifestations of impulsive actions	Teach methods of self-monitoring of behavioural and communicative reactions, to restrain manifestations of haste, hasty decision making.
Excited before giving classes (especially first and marked), can be excessively anxious	Teach methods of psychoregulation to relieve tension; select inexperienced experts that own methodology of tutorse; if necessary, try to raise social status of a given student in the group of trainees
The increased intensity of communication	Teach methods of self-control of excessive verbal communication; practice tape recording of students' speech in class, followed by listening and self-esteem
Usually tend to prolonged feelings of failure, may feel unnecessary guilt because of mistakes	Form skills to resist the influence of negative emotional experiences; not to focus on mistakes; try to switch the trainee to prepare for the next lesson
Efficient adaptive style of professionally-communicative tolerance of social workers	
May experience difficulties in adapting to the new conditions; often feel lost when they meet unexpected difficulties, not planned situations	To practice early (before practice) introduction to practice team to provide trainees with the opportunity to adapt to new conditions; to develop the ability to mobilize in unexpected difficult time if necessary, to build skills of self-regulation of behavioral reactions, to focus on the positive aspects of any activity.
Tend to accurately implement the recommendations of a methodist, often a little independent, passive; as a rule, can use the same techniques, methods of conducting classes; they are hard to switch from one activity to another.	In the classes analysis highly appreciate all manifestations of independence, initiative, more often give the trainee assignments that require creativity; promote and encourage all forms of creativity in the choice of means and methods of conducting classes
Often tend to underestimate their capabilities, not always confident in conducting qualitative studies.	Reduce hyperbolize sense of responsibility; during the preparation to practice use modeling of upcoming classes; instill confidence in their strength through positive evaluation of their slightest success, individual conversations.
Selective style of professionally-communicative tolerance of social workers	
Usually overly sensitive to practitioner or specialist's comments.	Teach to understand their mistakes and deliberate resolve them; to practice conducting special notebooks for recording methodist, leading specialists' recommendations
Not always clearly and logically think through the next steps in practice or their sequence.	Achieve justification of the action sequences, usage the means and methods of psychological interaction. Control the process of preparation to the lessons; do not prevent the manifestation of creativity in preparation for practice.
Sometimes there may be difficult in the field of undesirable alteration of skills, habits correction; can be overly expressive.	Encourage the pursuit of correction of own activities taking into account the recommendations made by the practice specialists; recommend the preliminary analysis of verbal forms of expression, appearance.

Students were mastering such basic communication skills of the social worker as a technique of appliances interaction:

- Communication of feelings (“I share your feelings...”).
- Connection with the partner’s model of the world (“If I were you, I would feel the same...”).
- “Sensual” description of a situation or behavior (“It’s really very sad (scary) when you ...”).
- The question of the appropriateness of care (“Tell me if I can help you”).
- And clarification of the nature and size of this assistance (“If Yes, what exactly can I do?”).

During the practical training of the elective course “A social worker and manifestations of tolerance” particular attention is focused on the business game, in which typi-

cal situations are moderated that arise in the process of professional and personal interaction between a social worker with the clients and their relatives, colleagues, social partners, representatives of administrative authorities etc.

During the experimental work the changes were fixed in rating evaluation of professionally important qualities of a social worker by the graduates (specialists in social work) (see Table 2). The data in Table 2 allow us to conclude that the structure of the system of professionally important qualities of a social worker contains the intellectual-rational and emotional-volitional components in a harmonious relation. The decline of the rating position of a “creative approach”, in our opinion, is possibly determined by rather rigid regulation of the activities of the legal documents to protect the rights of clients of a

Table 2. The importance of professionally important qualities of a social worker to perform the functions of his activities (results of ranking by members of the experimental group)

№	Qualities of a social worker	Rating					
		2011		2013		2015	
		1*	2**	1*	2**	1*	2**
1	Assertiveness	8	5	12	8	12	10
2	External appeal	16	16	17	16	15	11
3	Rectitude	1	4	6	9	3	8
4	Initiative	4	3	16	15	13	16
5	Intellectual flexibility, critical thinking	11	15	5	1	9	3
6	Sociability	2	2	1	2	1	4
7	Perseverance	3	6	4	13	11	14
8	Plasticity of behavior	12	14	15	14	10	13
9	Professional competence	7	7	8	3	4	1
10	Operability	6	8	3	17	17	17
11	Self-regulation of behavior, emotional states	14	13	9	4	6	2
12	The ability for professional and personal self-development and self-education	15	17	14	11	8	9
13	The desire for self-education	13	9	10	7	7	7
14	Creative approach	5	10	11	10	14	15
15	Tolerance	10	11	2	5	2	5
16	Eggheadism	17	1	13	12	16	12
17	Empathetism	9	12	7	6	5	6

1* - high school graduates in the direction “Social Work” (average age - 22, n = 86)

2** - listeners of refresher courses of the program “Social Work” (average age - 43, n = 86)

Table 3. Indicators of reduced tolerance of students by the communicative tolerance diagnostic technique (in points out of 15 possible for each of the indicators)

Indicators Sections	2012 graduates		2015 graduates	
	1 year (n = 56)	4 year (n = 56)	1 year (n = 56)	4 year (n = 56)
1. The rejection (or misunderstanding) the individual characteristics of another person	8.6	5.7	8.2	4.9
2. Use oneself as a model when evaluating other persons	7.5	4.9	7.8	3.8
3. Self-righteousness or conservatism in estimating people	8.7	5.1	8.5	4.3
4. The inability to hide (or smooth) unpleasant feelings when confronting with incommunicable qualities of a partner	8.6	5.5	8.2	4.7
5. The desire to reform, to change the communication partner	6.8	4.2	6.7	3.5
6. The desire to «fit» the partner, «make him easy to deal with»	7.9	4.1	7.4	3.2
7. The inability to forgive the other person his/her errors, awkwardness, unintentionally caused troubles	9.6	7.6	9.8	6.2
8. Intolerance to physical or mental discomfort of a partner	6.3	3.2	6.1	2.6
9. The inability to take into account individual peculiarities of other people in the process of personal and business communications	8.2	5.3	8.3	4.4
TOTAL	72	45.6	70.9	37.6

Table 4. Diagnostic results of individual's orientation to communicate (the method by S.L. Bratchenko) (in %) (the diagnostic was made with same sample of university students (1 and 4 year) specialty "Social work")

Kind of orientation	1 year students (n = 56)	4 year students (n = 56)	Social workers without practice at university (n = 56)
1. Dialogical orientation (orientation to peer communication, collaboration, co-creation, understanding and interaction)	35.6	50.5	55.8
2. Manipulative orientation (desire to understand the communication partner to change his behavior in the desired direction)	21.2	16.6	8.4
3. Authoritarian orientation (manifestation of dominance in communication, the desire to be understood by others while possibly neglecting them)	18.2	11.8	10.6
4. Conformal orientation (orientation to a «stronger» partner, without a valid formal adoption and understanding)	12.3	8.2	7.5
5. Alter centric orientation (orientation on a voluntary waiver of equality in favor of a partner, desire to understand another but voluntary accept the situation not to be understood by the other)	5.2	7.8	14.5
6. Indifferent orientation (it is possible to set a purely business relationship with a partner)	7.5	5.1	3.2

social worker, with the specific conditions of professional activity realization. Moreover, the rating increase of such professionally important qualities as tolerance, empathy, the desire to self-educational activity, the capacity for professional self-development was recorded.

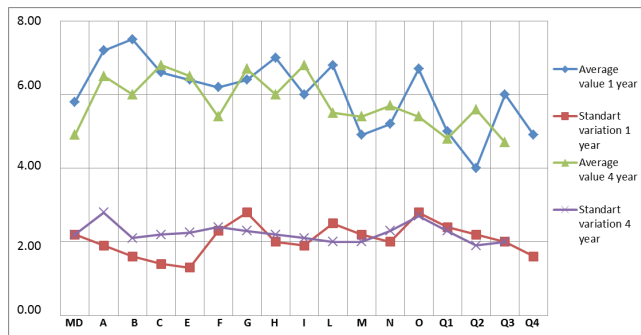


Figure 1. The summarized results on the scale 16-FPI by Kettell at the same sample of university students.

To determine the personal importance of tolerance in the system of professionally significant qualities of a social worker, in addition to the rating assessment, the content-analysis of such university student’s creative work, as making the job diagrams concerning social work, was used. Examples of job diagrams of a social worker, which were created by the students, can be found in a number of publications of the authors of this article.

5. Discussion

The results of a long-lasting formative experiment lead to the conclusion that there are positive changes in the individual-typological and personal development of future social workers’ tolerance in the realities of studying and professional activities. Thus, for example, positive results in the field of changing indicators of reduced students’ tolerance were obtained by the communicative tolerance diagnostic technique⁴⁸ (Table 3).

While processing the results of the diagnostic technique by⁴⁸ there were found differences in the scores of boys and girls, according to questionnaire units (or indicators) from number 1 to 9 (see Table 3). Thus, with regard to indicator 5 the “desire to reform, to change the communication partner” on average was 6.3 for girls and 5.1 for boys; as to indicator 7 “inability to forgive the other person his/her errors, awkwardness, unintentionally caused troubles” the scores made 6.8 for girls and 5.2 for boys; with regard to indicator 4 “inability to hide or reduce unpleasant feelings when confronted with incom-

municable qualities of a partner” girls showed 4.9 points and boys scored 6.1 points; as to indicator 9 “inability to take into account individual peculiarities of other people in the process of personal and business communications” average score of the questioned female students was 5.1 and that of the male students amounted to 6.4 points.

Comparison of the data of the initial (the 1st year at high school) and final (the 4th year of studying at university) surveys of students revealed positive dynamics in the personal characteristics of future Social Work Specialists, which is described in the following statistically significant ($r = 0.88$) shifts: the 2013 graduates increased the level of focus on the “interaction”³⁶ from 46.8% (1 year) to 62.3%.

Using the techniques of unfinished sentences³⁹ six semantic positions of a person to a communication were identified (Table 4).

The results of our experiment are consistent with the data given in³⁹. In other words, it is proved that the asymmetry of communicative orientation of an individual (a student of Humanities and Social Studies University) may be adjusted during the period of training in accordance with the professional activity requirements.

The data obtained using Cattell’s 16-factor personality questionnaire⁴² (see Figure 1) are significant for understanding the peculiarities of the process of future social workers’ tolerance development.

Comparison of psycho-diagnostic data of the same sample of students (1 and 4 courses) allowed establishing the following changes:

- Increase in cognitive activity (factors B, M, Q₁) and cognitive motivation of students was recorded, which demonstrates the value of professionally mastered and applied knowledge in students activities, the desire to master the basic psychological, social-pedagogical, special professional knowledge, abilities and skills in their future careers. Increasing the value of (M) factor we consider being the evidence of creativity growth, the renewed focus on the inner world of a personality, which is important for a social worker. Increase in values of the factor (Q₁) is characterized by improving analytical thinking, increasing intellectual interests, which is also important for the development of an intellectual component of social workers’ professional communicative tolerance.
- There was decline in average values of factors (C, G, I, J, Q₃, Q₄), they reflect emotional-volitional

personality characteristics. This fact suggests the formation of a new level of the emotional-volitional sphere of future social workers' personalities. The fourth year students, compared to their indicators as freshers are characterized by a high manifestation of calmness and confidence (O), realism in judgment and practicality (I), strengthening the focus on their inner world (C, G, Q₃, Q₄) and this confirms the educational process influence on the personal characteristics of students.

- The communicative properties and characteristics of interpersonal interaction were also changes – students become less dependent on the group, make decisions more independently (Q₂), treat events and people around them with greater insight (N, L), the significance of social contacts becomes more important for them, their communication becomes more dynamic (F), together with the more apparent selectivity in communication (A, H).

In the process of long-term experimental work a set of conditions that ensures the effectiveness of development process of future social workers at university tolerance has been identified:

– Subject-relevant conditions (include: Awareness by a future specialist both his personality unique and individuality of others; awareness and adoption of professional relationship ethics by a future social worker; the absence of blocking impact of social and micro surrounding (family and other) stereotypes and personal-authoritarian attitudes to the development of the specialist's tolerance; positive influence of close surroundings of the subject (family, team, informal groups and others) on the development and expression of tolerance; adequate self-esteem of personal communicative manifestations and professional behavior; positive attitude to oneself; awareness of own levels of egocentrism and assertiveness; auto psychological willingness to learn tolerant behavior; the reference of tolerant behavior of participants in the process of professional education);

– Individually-professional conditions (including students' awareness of the leading motive of their own communicative behavior (or need to change it), the presence of inner understanding the importance of self-tolerance development as a professionally important quality of the specialist; motivation and involvement of students in learning the techniques of a social worker's

self-development; high level of professional ethics and communication-tolerant culture of university professors);

– Educational-technological conditions (priority to implement interactive, position-playing, dialogue, training and vocational educational technologies according to the age of students; students' involvement in active volunteering; the development of psycho-pedagogical support for tolerance development).

Thus, the tolerance (or intolerance) of the Social Work Specialist as a personal quality is linked at least with two factors:

- With the ability of a person to inhibit (restrain) unfavorable situational communicative and behavioral reactions;

- With the ability to define the specifics of a context of a given situation adequately, professionally and competently, to evaluate its significance, to understand emotional and motivational components of participants' behavior.

As a rule, analytical emotionally-restrained reevaluation of a certain situation by a specialist, placing it in the intellectual-abstract context, in a different plane, eliminates the grounds for a negative reaction. Therefore, the social workers with a flexible mindset are more tolerant: They are able to look at the situation "from the other side", to take the opponent's point of view mentally, to get into his/her position; to accept his/her arguments and only on this basis to determine their own final reaction.

6. Conclusion

The question about the substantive content of the term "professionally-communicative tolerance of a Social Work Specialist" is becoming more relevant both for modern science and for the society as a whole. An increased interest in this problem is determined by the fact that since the end of the 20th century and to this day we have been witnesses of almost constant ethnic conflicts, national growth of extremism, xenophobia, fanaticism, both in everyday communication and mass media.

Professionally-communicative tolerance of a social worker is considered at two levels:

- The level of consciousness in the form of humanistic individually significant relationship to the environment and positive communication position of a person,
- The level of behavior as a conscious ethical action or deed.

Mechanisms for future social workers' tolerance development at university include:

- Self-knowledge as opening and self-reflecting diverse features of own personality and individuality, own primary professional conduct in the field of personal and business communications with different categories of clients and colleagues;
- Reflection as introspection of own activity manifestations in the field of theoretical understanding and practical manifestations of tolerance, results, relationships, problematic issues, challenges and stereotypes in the field of personal and business communications;
- Interiorization as subjectively meaningful personal appropriation of professional communication training content at university, the development of deontological ways of working, relationships, values of professional community;
- Empathy as conscious empathy with the current emotional state of another person, without loss of sensation of external origin of experience and willingness to provide support.

The development of future social worker's tolerance at university is a long and complex process consisting of several stages during which it is necessary to overcome a kind of contradiction: First, to limit undesirable from the point of view of professional ethics forms of communicative behavior of students, to teach them the techniques of self-control in the field of personal and business communications, in order to train a specialist to acquire a higher level of tolerance.

Following the results of long-term experimental work (2002-2015) in the system of professional training of the social workers, we came to the conclusions:

- The process of tolerance development occurs according to the relevant chronotope of age personal development (of a student, a young specialist); the chronotope as a relatively closed space-time continuum, in which context the conversion of it occurs inside the subject systemically, based on deep connections, i.e. psychologically a chronotope includes the unity characteristics of a certain age activities, social situation of developing mental structures;
- There is a relationship between social workers' tolerance development and their individually-typological characteristics, as well as the age and sex characteristics of the personality;

- Tolerance as a professionally important quality of the university students develops on condition that special psycho-pedagogical technologies are realized in the educational process at university, which moderates professional-role behavior of a specialist in various situations of personal and business interactions.

Psychological boundaries and norms of tolerance for the specialists in social work are based on the generated internal moral and ethical boundaries (morality, politeness, etc.), deontological (normative requirements of standards, codes of the profession, etc.) and external legal (legal literacy, legal consciousness, law abidance, etc.) boundaries of the specialist's life as a person, a citizen and a specialist.

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