

*Education as Cultural Data-System Development through Teaching and
Upbringing*

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Abstract

Culture is the capacity to translate intentions into reality and sustain it. Education as Cultural Development involved in the process of raising-forming-creating Personality through Teaching and Upbringing is a wise using to impose a private intellectual Cultural Will upon a global intellectual and moral fellow creature.

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Each day our life is becoming more cosmopolitan, absorbing elements and features of ancient and modern cultures of various nations. So, when we say "Culture without borders"- we are right. It means the entire Global Community now sees a need to add and develop additional cultural funds top dealing with education for the sake of progress and peace. In the world of conflicts and contradictions we, teachers, educators and wise parents would like to concentrate on the idea of participation through cultural values, being involved in the very process of our communication as an effective tool and pedagogical method of penetration in the very core of the mutual understanding. The weight of evidence influences greatly our generation entering a new world with unprecedented interreligious and intercultural diversity. Culture of teaching on the road to education is always a kind of discovery. We have nothing but call the every day cultural education experience as a way of living and thinking together. To agree with eternal witty phrase "Education is what remains when... those interested have forgotten what they were taught "we mean a process of active involment in the whole multinational life-activity. Penetrating through it by means of teaching, learning, training, schooling, coaching and doing the best in all aspects of Culture, Science and diplomacy of living itself - is in closely connection with Good Will, Beauty of Intellect, Happy Expectations, Hopes and Peace. An international team of teachers is a unique highly skilled group, surviving in the activity the very opportunity, realizing more than others clearly the modern world needs and demands. Edward E. Hale, American author (1822-1909) brilliantly came to the point of the idea: "I am only one, but still I am one; I cannot do everything, but still I can do something; and because I cannot do everything I will not refuse to do something that I can do."

So, today we would like to concentrate on the idea of participation through International Cultural Communication. Our problem is in effective cultural education and upbringing, and it has to do with us. As Cultural education itself is a part of the process of raising-upbringing a Leader, culture as a condition of mind and soul and intellect and mentality is in one bundle. It may be as insight of a Teacher-educator and then -a Student, so, deserves to be described in more details. Culture as a notion and strategy of the whole life is complicated.

Cultural networks (let us use this term) link cultural spheres of touching and items of culture as objects themselves and protocols, allowing data (as art materials and items all over the world and local, international conferences and seminars on cultural projects) to be exchanged rapidly and reliably. Originally, cultural networks were used to provide cultural access to other countries and to transfer information about between those interested. Today, cultural networks carry e-mail information, additionally to traditionally existing, and provide cultural access to local and international cultural data-bases and cultural bulletin boards (mass media, press, scientific journals, etc.) and are beginning to be used for distributed cultural systems. It means a great responsibility for teachers to explain "What is good for all nations and people, and what is bad ", because living values have been in the core of the cultural approach to education. As a result, distributed my means of teaching as

experience exchange cultural findings systems are built using cultural networks that co-operate to perform national and global cultural tasks in classroom and family sphere.

The visible difference in the whole definition depends on the differences in historical experience of the countries and culture of people, nations and minorities for the long period of their existence. But there are so many common features in cultures. Even from the position of the so called» pure definition» the multicultural world declares about necessity of intercultural communication as unique value of mankind existence, unique sphere of personal development and perfection. Political, economical, social, moral, ethic and aesthetic items of our living form a personality as a centre of a progressive leadership, declaring key characteristics - traits. Responsibility, respectability, positive attitudes, honesty, ambition, pride, self-image, neatness, initiative, self-motivation, cooperation, courtesy –pave the road to happiness and perfection of a personality with golden opportunities of international intercultural communication.

From this point of view the very Teacher has the wonderful power to show all these opportunities to a society, a community, students – youngsters and adult, and a family, as a social product of a society. And to classify it. And to explain it to those interested. Being a teacher is an honor, because a teacher, as an educator, has to be the first figure in building Cultural management systems, suitable for understanding, adopting and approving as an instrument for productive life by people of different nations, cultures, countries.

Cultural data-bases are used within a cultural context in teaching and upbringing for many purposes. For example, they are used to hold effective teacher's professional findings as methods and details so they can be accessed from anywhere within an International Teachers' Association (with centre in Denmark) or cultural network of different schools, colleges and Universities through this organization or independently. With the recent improvements in the very image Cultural distribution techniques, cultural methods of teaching and informative context of cultural contribution to discipline s program's output can also be held in Cultural data-bases and accessed in the same way.

The role of a teacher is as unique as a notion of Culture, as a strategy of cultural life and leadership. Energized, creative, radiating positive energy, ready to move people forward - teachers give to the World the evidence of active experience. Real achievements in the sphere of cultural teaching and personal cultural establishment are the very prolonged stimulus – impulse to personal growth as experience accordingly. A teacher, as a conductor of a cultural education, is able to draw attention to student's personality, emphasizing his individuality, character, talents and abilities. It is a main part of upbringing, as a traditional family approach to raising a child as a future proud of a nation. This is a good will, but only a teacher contributes practically to personality's development by contributing culture as a method and a context in dealing with a student, as a cultural object at the same time. From the point of view of international multicultural communication and cooperation of teachers of the world, we are to take into account these multi-user cultural data-bases. It is this which differentiates a cultural data-base belonging to one country from international one. (In our case it is national cultural system of teaching in educational progressive

cultural approach in close connection with global one. As a true cultural data-base system, which may be altered, say, for performance reasons, are especially productive in a modern world. A combined and united international global teachers' experiment (ITA) in involving Culture as a context in a process, minds and living standards as living value, explained tolerance as a necessary recognition of style and standard of understanding, coming from culture of education and communication. The national and international Cultural data-bases system means the existing and fruitful using of the external cultural schema as teaching experience and informative store and the conceptual schema as necessity of living on the base of living values, common for all progressive and civilized countries and nations. The mapping between the conceptual and internal cultural schema of teaching and upbringing let the teachers as professionals, as parents and representatives of political, social and cultural systems of their countries perform the necessary operations (traditional and innovative forms and methods of teaching, etc.) on the stored international Culture-data. The aim of the practice is to widen and improve "professional seeing"(skills) and enriched vocabulary by teaching students more dynamic cultural alternatives to everyday life-situations and English words and phrases, helping to prevent conflict, to explain conflict situation, to learn the methods of making wise decisions. And this is the point, enable us the spirit of the times.

Culture today is an approbated educational item in a course of multinational practice as a sphere of educator's activity. It is a method of upbringing in a personality the so called international intellect, spirit and mind, as a necessary condition of ecological and intellectual survival of the mankind. Even more -the only foundation for progressive sustainable functioning of the human society. Cultural-tolerant education for all of us today is principal – centered. We can negotiate and communicate with each other, joining our scientific and practical experience and achievements. Professional teacher's productivity means today a creation of useful measures – methods, skills, approaches for fruitful cultural education. A real product of it would be a Global citizen, as a bright representative of his (her) own nation and politically and spiritually oriented to the common living values and progressive tasks of the World. To be useful to any society and community, Cultural education can help each teacher to be more confident and productive in all kinds of activity.

We consider cultural education to be a process of working up the knowledge of the others. It is mutual respect through mutual understanding. Cultural teaching as a method and approach develops in students the ability to accommodate the problems of everyday living using cultural information in communication, correct oral language and manners, psychological understanding of the situation and sense of own responsibility for solving the problem. It is always the task for those more clever and more moral as individuals. Whose culture is an inner ability and demand to be right, being industrious, educated, polite and reliable.

The ability to accommodate the problems of everyday living starts with a family. Family is the first classroom to prepare to cultural learning-living, as there always is some adjustment to be made to accommodate others. The second classroom is school, then college, or University. Those who pass most of cultural way of thinking and behavior tests of cultural learning-living, have the consciousness of appreciating the good in people and in situations. Those receiving lower marks usually have shades of degrees of disapproval. And those who pass with honor use the power of cultural

tolerance as a shield of protection so, that internal serenity remains untouched. [1. M.Azarenkova (2013), p.128] The theme of Culture, as an object and subject of effective and productive communication of parents with their children must start with understanding such a notion as “Don’t stop talking- Some Do’s and Don’s of communicating “, described in many research works of the foreign scientists. We consider it to be interesting in the light of our theme. They are:

Do have your whole family practice good communication skills from the most trivial conflicts like who’s to do dishes, to more important concerns, such as whether or not your teenager should smoke cigarettes.

Do your best to understand what’s really on your teenager’s mind. Practice listening for the meaning, not just the words your teenager speaks.

Don’t belittle, attack or destructively criticize. Respect your teenager’s feelings, even if you disapprove of his or her actions.

Don’t give a standard lecture when your teen has a problem. Don’t use statements like:”When I was your age...”, “After all we have done for you...”, “What will the neighbors say...”, “ Act your age...”,etc. Instead, personalize your feelings with “I” statements such as “ I am really concerned about your health...”, etc.

Do use praise. Everyone loves to feel appreciated. But Don’t use it manipulatively or you could lose your teenager’s trust.

Don’t let angry words be your last words on an issue. If it comes to a shouting match, call time out and allow for a cooling –off period. Your goal is to find a solution, not win a war.

Don’t give in, and Don’t give up if at first you don’t succeed. Try different approaches. It may take time for your point of view to sink in.

It is the very beginning of cultural introduction to theory and practice, a first presentation of correct models of communication from the point of view intellectual culture.

Conception of upbringing, teaching and cooperation with A Personality for A Future denotes a process of shaping A model of a New Personality Competence on a base of cultural values, involved in the process of teaching. We approbated the new approach in the course of teaching at schools as well as at the Universities. It has been working out during almost two decades, both with teachers and students in many countries all over the world. In the course of discussing the point of our task – Culture as an independent context of learning and applied discipline at the same time- the stages of the process-activity and expected results had been discussed and foreseen by the professionals. We considered Patton’s identification to be the most productive in as a whole. The very process included teaching -learning and managing of a Group-Leadership.[2 T.Buchholz,1944,p.368].

As Cultural Education, being tolerant and the most suitable for multicultural auditorium to the point, we considered it to be a research process. We identified the general research problems specifying the questions to be answered by teachers and students in order to gain the very inner point- sense of the problem, as insight. The questions were like these:

1. On what does the cultural educational process focus? (For example, on use of the mind, demands of generation, social manipulation, multinational self- realization, sense of security in a society, priority in a communicative links and so on)
2. By what teaching methods is the information about cultural education communicated? (traditional and innovative ones, as lectures, workshops, conferences,

workshops, role- plays, business-plans in media spheres, net-mail communication, compositions, reports and so on)

3. What are the characteristics of the people who do the educating (personal traits, attention to living values, base knowledge of history, literature, science, politics and economy of their native countries, advanced –or not – level in innovative technologies of learning- teaching, civil position, status, relation to learners, educators and those around, expected rewards, level of regard for people and for him /her/self and so on)
4. How does the person being educated culturally participate? (For example, are students accepting? defiant? competitive? cooperative? creative?)
5. How does the educator participate and what is his or her attitude?
6. What are the cultural things that are taught to some people and not to others?
7. Are there any discontinuities in the whole educational process?
8. What limits the quality and quantity of information a child (a younger, an adult) receives from the teacher? (For example, teaching methods? communicating methods and style? time? stereotyping? equipment? manner of explaining of a material?)
9. What forms of conduct control (discipline) are used?
10. What is the relation between the intent and result of the child's (adult's) education?
11. What self – conceptions are reinforced in the students? In the teachers?
12. What is the duration of formal education? What is the duration of Cultural and Tolerant education? What is the common point of the both ones?

The practice of preliminary preparation work with students and teachers contributed to establish the exact definition of Tolerant education concept used and enabled each individual involved to thinking independently about learning as a whole. From the first steps of realizing the rightness of tolerant cultural education for present and future, culture itself becomes a sphere of educator's activity. It is method of upbringing a personality of international intellect, spirit and mind. Even more – it is a necessary condition of ecological survival of the mankind as the only foundation for normal functioning of the human society. The more we while remembering, suffering, enjoying, trying to understand and remember, comprehend the past of our Motherland and different people, the greater is our solicitude for the future; the deeper we love what is ours, the fuller we appreciate what is not ours. Being object, subject and aim not only survival, but sustainable development at an incredibly rapid rate world, cultural education proposes some measures. They must be defined as Food for Thought and Energy of Living.

The second stage of the penetration through Culture-education project was a process of definition of some principle positions concerning it. Among the main of them it is possible to mention some ones as a Declaration of Cultural tolerant education, adapted and approved by students and teachers:

It is the main foundation for self –realization of a person in the world;

- the main item of human rights;

- a value, motive and demand for affirmation of Order and Law in the movement of the World to rejecting racism, hatred, violence, nationalism and terrorism;

- due to its inner sense it is a base for creation of the World Culture, as foundation for living for happiness in education and education for happiness.

Cultural education in it's foundation as a sum of the main principles may be called Peace education. The Peace education curriculum should contain a common core of

learning Peace through Cultural context as cultural philosophy, practice and theory of learning students to understand the central connected themes of their developing as personalities in multicultural socium.

Cultural education as a method of succeeding a Personality means recognition and acknowledgment for those others as “the our another’s” and their right for personal respect and self- identification. That is why it is extremely important to include in the typical curriculum subjects directly connected with philosophy of the world civilization:

national and world history in common features and differences:

-national and world literature-

-national and world art culture , etc.

Technology as using different methods of teaching in Culture, for Culture and for the sake of Culture as a personal base-foundation should not be taught as “ a nice sound”, and “ sweet phrase”, but:

- tendency to know and act-

-tendency to believe-

Mental and moral personal system for answering questions about how to prevent conflicts and abolish wars-

how to refresh attitudes and ways of viewing-

how memorize basic facts, notions and skills from national-world cultural treasure as leadership and peace actions , etc.

Cultural education, gotten on different stages of teaching by the students of different abilities and possibilities to act independently in social sphere later, means a lot for all those involved. For teachers and parents it is very important to know the quality of inner moral and intellectual energy in our students and children, their ability to be very useful in situations for making up a principally new look at the problem and creative a strategy of effective actions.

Communicative functions from the cultural approach have been making up in the process of communication in an auditorium (national and international) and outside (in Russia and many foreign countries).

Nowadays, things in the world are not like before. In fact, there is less and less prejudices about possibilities and opportunities of Peace Business as a result of Cultural tolerant teaching in order to solve the problems of our Common Home. For teachers and students it means to get skills necessary for academic success and assimilation into the workplace or any post-secondary pursuits. Cultural approach helps students being armed with information about the world culture encourage excellence in studying, future occupation, feelings, right attitude to all main world values. The students learn to understand and recognize the truth, common for all cultures and all nations – if you become upset at injustices of any kind connected with any conflicts and wars you are Individual, Personality, Homo Viator in reality of living and understanding. The students were rather independent and productive in the approach to the solving the problems of the role-games, organized by the teachers. They had to encounter concepts, principles and laws of different cultures in communication. The definition of the notion as “aspect of coexistence” belongs to them.

Sharing and supporting the UNESCO' mission, ITA promotes intellectual cooperation among institutes of higher learning and academics throughout the world to permit access, knowledge sharing within and across borders. The work on a project included the following steps:

- 1.Preparatory (getting acquainted with the topic "Culture as world and national treasure" and definition of the project structure);
- 2.Project development (gathering information about the term "Culture", it's component as a notion, directions in development and tradition, analysis and preparation for the project presentation);
- 3.Presentation of the project and summing-up.

Finding information and the discussion could be carried out in different ways: individually, in pairs and in groups-teams. The student wrote and discussed issues about different cultural aspects, including foreign and mother languages, providing in their research works the importance of learning culture in a modern world.

Our interdisciplinary intercultural project seeks to investigate and explore the nature, significance and practices of international communication and the best learning-teaching methods it declares, supports and creates. It will encourage innovative trans-disciplinary dialogues. In cases of significant social tensions there are questions of what count as communication and cooperation, and how it moves from the level of individual in a family and in class to community, national and international relationships. With the help of questionnaires, answered by students, we could reach the conclusions that young people (and adults- here- their parents) are oriented towards themselves and their own world, consisting of their family, friends, colleagues, community, etc., recognition culture in relationship as a tool of making right decision in relationship.

From this point of view the Cultural tolerant education may represent the whole Universal situation, that may be described as The Wreck and The Ralf, while The Ralf is the way of Cultural education. The very such kind of approach to tolerant education may improve the Contingency of Matter and Society by the universal language of communication and fulfillment of new aims as tasks and goals of a new universal education. The Universal situation consists of a lot of factors we are to take into account in accordance with teaching process. The Human dissatisfactions in a sum of such factors as death, isolation, the anxieties, hazard, envy, the obsession with money, the automation vacuum, death by numbers, the necessity of hazard of unexpected events and so on – are aspects of human living to overcome and bite on. Understanding- as cultural tolerant teaching and upbringing through patience appears to respond calmness, reliability, responsibility. The educators choose to express an attitude that will eliminate conflict and bitterness, being themselves positive, energized and ready to move forward. That is why we consider as extremely important at the third stage of our Project research to define the main trends of penetrating through education in real practice and enriched theory. Among a number of them we stressed out the most effective and significant in the circumstance, of teaching- learning, declared them as prolonged trends of activity:

See your life as an adventure of learning and appreciation of communicating skills for the common use and profit;

Evaluate Evaluations due to your positive contribution to the life, career and wellbeing of those distinguished from you 'are a bit or lot;

-Radiate positive energy at study and at work through culture as practice of a wise living;

-Use your energy to move forward;

-Learning to be leaders leading a balanced life, controlling leadership as relationship;

-Express a friendly attitude to all relations with others;

-Cooperate rather than compete with others;

-Gladly give help where needed;

- Consider common sense in teaching – learning like insight. It lies in engaging in worthwhile activities.

If we are going to talk about improving conditions for all involved, there must be some give – and – take. It always works. Under” We” we mean teachers. Sometimes it is necessary, including families, neighbor relations, professional contacts, if we can talk professionally, collaborate and compromise a little bit. Discussion creates accountability. [3..M.Azarenkova,(2015),p.5]

The course of the whole project was divided into 4 parts logically following one another, waiting for research, description and analysis. In order to explain, what the very headline” Cultural Values in and for sustainable development world” meant for everyone, we proposed the students and teachers they should work out projects on the topics below:

1. Understanding more about me. Background: Personal culture, emotional culture, mental culture, physical culture, culture of communication. We should summarise and analyze three most important stages of the process:

Practice by thinking over the topic;

-Practice by doing useful things on the topic;

-Practice by teaching others;

-Applying effective communication skills.

2. Leadership in the world of a sustainable development.

My native country and its' heroes in literature, history, art;

-Famous people in history, literature, science, sport, etc. , belonging to the world;

- Why native and foreign famous people are leaders for the whole world?

- Is a notion “Sustainable development” possible without sustainable culture in communication and understanding of development itself?

3. What are Values Topics in the national and world Culture due to your opinion?

4. Working with parents. It included two parts, for students and for teachers, providing suggestions for teachers to work effectively with the both groups of taught.

5. Working with the community.

This section of the project suggested ways to create awareness and support within the community for the school prevention efforts. There were examples which included recommendations how to work with local law enforcement officials, health and social service agencies, religious leaders, the media, merchants, park and recreation officials, other civil and municipal leaders from the point of view cultural approach to communication.

The result – resume of practical activity in the lines of a project was the so called “ An Open Letter To...” with the civil position of correspondents “ Why Culture in different ways of existing and demanding is so important for Peace and Development.” The answers included information about Global Culture and our Global community, Students’ Philosophy and Responses, Declaration of Responsibility to Nature, Human behavior, Environment protection and Intercultural culture as a firm fundament for peace. The main resume of all students’ research works was like this:” My World is Our World”.

6. Education for Non-violence and Peace for the sake of sustainability and development.

- Culture and peace;

-Poetry and prose about Culture (national and world)

-Dealing with the past in different families, countries, etc. (reconciliation, cultute of remembrance, etc.)

-Psychological approaches to Cultural education in class, family, society, country, world./ Azarenkova International teacher /

Accountability had been defined as one of the expected results of any kind activity. Accountability proposes productivity. The educators make sure their expectations with tolerant position in different kind of professional or any life situations are clear and precise. They must go directly to the source. What is the source? We consider it to be: 1. Unity in teaching. Cultural leadership in a humanistic world. 2.The highly professional quality of teachers of all levels – stages (school – college – university) 3.International exchange methods of leadership in an independent world in the course of teaching.

International Teacher’s Association, (with centre in Copenhagen, Denmark) appeared to be the first field for working up and contributing to the process of international teaching-learning the ideas of tolerant education. The very teachers unite in their searching for effective methods of teaching the obligatory regulations and notions – firm, understandable, valuable, unforgettable and significant, common for everybody in the world from the position of time-demands and common sense, - as the unique value. The Unity of teachers as a style of professional thinking, practical method of solving the problems of those taught and need the assistance – is the scientific approach in growing national and international intellectual and spiritual mentality. It may effectively contribute to overcoming crisis of any kind in a society or prevent it, that is even more important. That is what International Teacher’s Association (ITA) has been carrying out for many years, and as any good will and good deed needs time for prolonged embodiment.

In a wide sense educating means a special unique mission of those teaching and learning. Those carrying out educating function see their mission as that of reconstructing the world attitude to values that are more rich than oil or gas or it’s sharing among nations. It is a historical mission, in the point of which is arising people of different nations to the realization of a notion” unite. ”To unite” means to tie or unite their efforts in restoring their national self- confidence within, and it’s power and prestige abroad.

Affecting the attitude -forming, the teachers in combined efforts shape the persona enable to feel oneself to be in responsibility for others in their striving to perfection through self- estimation (evaluation). A unique individuality is reliable and useful as a lifeguard in a need and in a victory. What does it mean? Cultural approach to education as method and action, should provide teachers and students with the intellectual tools and social skills of communication in the society in order to cope with the complex human, spiritual, moral and technical problems in present and future – as mission to survive and to create. As there are anglophile people, the teachers are to become multicultural persons themselves, interested in and liking multicultural world. Liking multicultural world means liking people and things, having loyalty and reliability as strong points of international character, being fair and sincere in getting along well with international society. It is wrong to dive in, or give up, if at first we do not succeed. It is right to try different approaches. It is right to have teacher's whole international community practically good communication skills from the most trivial conflicts like –who is the most important? It is right to respect all peoples feelings, even if disapprove their actions sometimes.

At the process of penetrating through the whole idea of cultural tolerant education, firstly theoretically, we developed a series of interviews, and then, active professional connections with teachers and students from Japan, Poland, Russia, Bulgaria, Kazakstan, Sakha-Yakutia, Sweden, Denmark, Australia, Nepal, the USA, China, Canada, the Baltic countries and different regions of the world, promoting of Cultural Educational Thought and Research. It was extremely important for educators of all nations to popularize this tolerant education as essential basis in sustainable development of a democratic an peaceful mentality and culture, as a foundation of an intellectual and moral success in our teacher's business. A series of interviews would be launched as "Cultural Education Today: Conversation with Contemporary Thinkers", and provided by qualified teachers, specially trained for that purpose, effectively linked to academic or vocational training in all fields. The results of different levels of complicity interviews showed that it would necessary to convert into data the information directly given by teachers as interesting. The information gotten had been transformed into numbers of quantitative data by using of the attitude scaling or rating –scale techniques, proposed by Bruce W. Tuckman. [4..T.Buchholz,1944,p.28].

Having identified the various purposes for which questionnaires and interviews had been used, we got all necessary additional information to contribute fruitful conducting cultural tolerant teaching in four stages: 1.Description. 2.Discover. 3.Classification. 4.Comparison.

A true, real Culture in a communicative process may be called “ a tolerant patience. It demands a nobility and honesty from every person, responsibility and reliability, as a rightness of a life. A real and honest human –being's life has only one way – to a Intellectual Culture as a knowledge, ready to learn to bare, to admit and to adopt critics. Only in such a way of existence a Culture as a method and arm (not weapon!) possesses it's protective power.

So, if honesty in teaching - learning as a tolerant foundation of an achievement professional and personal as well, is a first condition and a demand, it is possible to approve a proposal of our foreign colleagues to describe a real situation in an

auditorium as a place, where, after a family, a real process of cultural tolerant teaching begins.

Personal and collective application of such ethics and professional principles involves experimenting to see what works best for the sake of self-growth and prosperity in education and upbringing. Honesty is to speak that which is thought and to do that which is spoken. The first step in the procedure we mean “ educational process “ – the recognition problem itself, being different for those being up brought and educated wrong or right. The road to education as success and common sense in all spheres of Human living is the road to psychological comfort and calmness, as an obligatory demand for prolonged sustainable development. A corner stone of a success in all spheres of a Human living is relations, communication, interpersonal connections, etc. – is a very long way, as road, being always under construction. If we change the very approach, recognizing this fact, we acquire additional opportunities to everybody. There is a wise explanation in a story of Jacob.A.Riis’s, we want our students to read and think over: “.. Look at the stone cutter hammering away at his rock, perhaps a hundred times without as much as a crack showing in it. Yet at the hundred-and-first blow it will split in two, and I know it was not the last blow that did it, but all that had gone before.” People need some kind of an additional mental and moral information in order to understand - What is a cultural education itself. If we summarize everything mentioned in a bright Charles Swindoll’s quotation, we shall get enriched definition of it from the position of a common sense and prosperity, described by an educator: “The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important, than education, than money, than circumstances, than failures, than successes, than what other people think, or say, or do. It is more important than appearance, giftedness or skill. It will make or break a company, a church, a home. The remarkable thing we have every day is our choice, regarding the attitude we will embrace for that day... So, we are in charge of our Attitude.”

A human being Personality is the unique and specific expression and performance in one shape and form. In the process of education we penetrate not only through specific professional information needed for a future career, but through a full range of human experience-hope, despair, honor, dedication, struggle, triumph, etc, for the safe of life without wars as a fruitful field for a prolonged constant education. The whole understanding of this truth inspires teachers and students with a determined love for work not only in getting useful knowledge from teaching, but joint-combined learning, training, coaching, schooling and doing the best in every kind of practice. We named this practice as Diplomacy of living and teaching-learning in Peace with yourself and the others, which is possible only under cultural education circumstances. That is why the important step in our scientific method realization was a collection of experimental facts or data. So, we consider the process of a new personality formation not as something “imposed by external force, including the so called “pure education”. We consider it to be an independent inner perfection of an individual, as insight, when the whole education promote the personal’s development without discouraging it occasionally. Declaring some necessary items of a new education we take a definition of” A Winner” - A Leader.

We recognize, that,“The Winner is always a part of the answer. The loser is always a part of the problem. The winner says: “Let me do it for you.” The loser says: “That is not my job.” The winner sees a green near every sand trap. The loser sees two or three

sand traps near every green.“ The winner sees an answer for every problem. The loser sees a problem in every answer”. So, the cultural peace-education declares to be a winner, a friendly, cooperative person, getting along with colleagues, class-mates, neighbors, relatives, yourself. Some practical measures to increase the vitality in realization of true Peace-Tolerant education appeared to be effective and wise and acting in such a way we meant realization of some expected results as transformation the present “culture of violence” in common understanding and recognition their own role in the happiness of the so called “close” and “far” people. The core of the solution we see in recognition, learning, realization and appreciation of life-values common for everybody in different cultures. The whole way is rather difficult, but it may have been overcome. In the face of chosen psychological method reaching tolerant education procedure we denote practical performance as “Inspired Teachers and Students”. In order to reach more understanding in communication and teaching a wide range of themes well suited for teaching purposes includes: 1. Highlights of the world literature. 2. History of the World through communication in the past. 3. History of art and music for the world without wars. 4. Traditions and realities of the world in common features and presentation. 5. Peaceful coexistence as a blue dream of a mankind.

The main idea of international communication as a fruitful sphere of cultural teaching-learning is also a personal health everyone involved in the process of communication. It is self-estimation. In our attempt to foresee a future world and a Human being personality in a future, the very idea is extremely important. Under personal health we mean not physical condition but relates to how we see ourselves as individuals; how our egos develop (the ego is that part of ourselves that needs to develop a sense of self and fulfillment); what we hope to achieve: how we define success for ourselves and the others around us. We each find self-fulfillment in unique ways, defined by what we value and what we hope to accomplish for ourselves and our community, even in case when community stretches to the borders of different countries and people. We can define for ourselves endeavors that bring us ego satisfaction only taking into account the motives, demands and purposes of survival and fulfillment of the whole vast community, exclusively through reliable and reasonable intercultural communication with it's the very unique and single engine we define as tolerant peaceful education. It is that having been produced by a good teaching.

Cultural education is a process of working up the knowledge of the others. It is mutual respect through mutual understanding. Tolerant teaching develops the ability in students to accommodate the problems of everyday living. It starts with a family. Family is the first classroom to prepare to tolerant learning-living, as there is always some adjustment to be made to accommodate others. School is the second classroom. Tests of tolerant learning-living are taken each and every day of our life. Those who pass most often have the consciousness of appreciating the good in people and in situations. Those receiving lower marks usually have shades or degrees of disapproval. And those who pass with honor use the power of tolerance as a shield of protection so, that internal serenity remains untouched.

Tolerant education-as teaching and learning raises in a personality tolerant understanding itself. It enables the individual to face and transform misunderstandings and difficulties. To tolerant life inconveniences is let go, be light, make others light,

and move on. International Teacher's Association has worked out principles of a tolerant education and a system of pedagogy methods leading to an upbringing and teaching a leader of a sustainable development world. The stability of international teacher's unity comes from the spirit of equality and oneness the noble values embodied in core universal unity. The whole Association is built from a shared vision of right Teaching, a noble hope and a cause for the common good. To apply this knowledge means for teachers of the world to have power over bad circumstances and actions in a life. By sending positivity in to the atmosphere of teaching the teachers will have it's reward from the students enriched by information and a model of behavior.. On the other hand, positive intentions can be recognized when the individual naturally and automatically gives respect and benefit to others; sees uniqueness and qualities in each person; and gives people freedom to be themselves. The discussion of the main principles of tolerant education organized by International Learning Centre on a base of ITA took into account all positive intentions, opening doors of opportunity of being a leader. If every individual also took sole responsibility for performance in a society (teaching, parenting) etiquette via thoughts, words, actions, that would result in countless responsible leaders, capable work effectively in a team of the leaders.

Theory and practice of cultural education in their logical connection and interconnection obliged us:

1. Learn and analyze political situation in the world, world ecology, level of connection of cultures, religious problems, hopes, dreams, fears and longings of the close and far peoples in order to understand the needs and helps the others and ourselves. Being upset at injustices of any kind connected with any conflicts in a family, school, university, community, country, world –a person becomes Individual, Personality, Homo Viator in reality.

The task of those using a tolerant method in Peace education is to teach children at school and students at University to manage conflict of any kind. We are individuals with different needs, views, values, tastes. We conflict because of lack ability tolerate others differences. Our professional work may help us to turn conflict into an opportunity for learning more about ourselves and others through professional skills as advices and solutions. That is the very thing The International Teacher's Association has been doing for all period of it's existence.

We adapted Memorandum of a Culture--lover teacher, a Peace-lover psychologist. The document consists of three parts:

- 1 .A psychological portrait of a new time teacher
2. The Program of Action
3. Problem-solving skills and dealing with responsibility (charge) curriculum.

They look like common findings:

Tolerant, Culture -lover teachers are keenly observant, intelligent and have a great desire for learning and self improvement. They think in broad terms and are concerned with the world beyond their own personal sphere- town, nation, country, world. They are likely to become involved in community affairs, social organizations, they enjoy being part of a group endeavor and find themselves organizing, managing and supervising group activities. They are forward-looking and progressive, staying current and up to date. Having experimental mind they respond to contemporary

social, political and cultural trends. Their strong points include concern for human welfare and social betterment. They establish themselves with wisdom.

Tolerant teaching explains objectives to be motivating in the process of learning as main principles of a successful every-day personal development. They may be small and immediate to learn in order to achieve a success. It is an obligatory condition- to have even a small success on a long way to personal self-improvement, recognized and approved by the others as useful action, to read a lot, to think a lot, because it is a source of power.

Defining the trends, directions and approaches to a tolerant-peace education as methods of it's realization, we proposed our teachers and students that they should choose for their own practice the most important definitions of a personal growth from a position of their own personality. We realized it in a course of a series-system of role plays, oriented to several goals to be achieved. We have done this work in different countries, so, the results gotten were very interesting. The task was to choose and to explain different items of personal-living values in order of their significance for a person. The final goal was to describe a cultural leader as a personality of a new progressive society –civilization. So, the line of qualities to discussed looked like that below: sense of power, feeling important, feeling lovable, feeling self-confidence, feeling natured, feeling valued/respected, knowing and living by ones' values, feeling unique, feeling successful, feeling accepted, being assertive, maintaining one's integrity, managing stress effectively, daring to risk, being self-disciplined, having self-defined goals, managing conflict effectively, accepting responsibilities and challenges, feeling capable of influencing others, feeling in control of one's life, having positive body image, being able to accept praise and criticism, having broad range of emotions, being able to act independently and interdependently, feeling proud, being able to give and receive, feeling useful, feeling connected, feeling competent to make decisions, dealing effectively with peers and authority, feeling safe, knowing it's okay to make mistakes, feeling trusted/trustworthy. Summarizing and analyzing the results of oral and written tests and different stages of role-plays system as one of the very effective teaching methods showed that all items consisted of a Culture Tolerant Leader Image, but in different consequence due to each personal choice. Some problem-solving skills and dealing with charge we consider being the most important were:

- I can identify problems and propose possible solutions.
- I can find and use a range of information from different sources.
- I can distinguish between facts and opinions.
- I can evaluate different solutions to a problem and select the best one.
- I can be positive when faced with a new situation that is difficult.
- I can show I have a strength to adapt to a major charge.

Our preliminary work was constructed as a road to Personal Improvement, included progressive variants of concrete solutions on some behavior's aspects, necessary to be taken into account by teachers –leaders. We discussed effective measures of prevention-denial of drug problem; work, marital, financial ones; anger, physically abusive, poor appearance, loaded with secrets, depressed, high absenteeism from school or work, guilt, embarrassment, hides the alcohol, argues with family member 's situations. At this point, so much effort has been directed towards the investigation of international intercultural communication nature itself. More attention is now

focused on finding a scientific theory that fits experimental data (as real practice of communication) over the entire range of all barriers and difficulties. In reality it is a dynamic structure factor in IIC formation model – family, school, university, community, society, country, world. The International Teachers Association represented and approbated international pedagogical methods, and having compared all of them had chosen the very right and universal – a tolerant education, as a complex of principles and methods useful in the study of time-dependant cooperative phenomena of development.

A cultural tolerant education serves humanity, and teachers are the very persons have the power to face. It is well known we have the freedom to choose our behavior. We can be the ones whose behavior comes under the influence of the atmosphere in a family, school, university, etc. Or we can be the ones who change the atmosphere. In a team-work it becomes a unique task of communication, responsible for the successful result of the tolerant teaching-learning as a whole process.

In other words, by demonstrating those positive attributes and beliefs through our behavior, we feel that experience within and serves as example to others. The greatest authority is experience, as that has the capacity to affect others, which, in turn, can subtly influence the atmosphere in a powerful way. In tolerant teaching teacher's values clarify what they stand for. It gives them commitment to follow those highest values as responsibility, confidence, sense of useful, stability and high professional qualification. That is why the teachers are capable to propose the students the tasks should be solved out in the process of common-team work. The tasks are:

1. To identify the core values which underlie the global vision statement concerning a Personality, A Leadership, A Communication under circumstances of an international team-work;
2. To identify the barriers which prevent us from adopting and living those core values and following the best models of behavior and intention.
3. To develop strategic action plans (organizational, community or personal) in order to overcome those barriers and thus make the Global Vision Statement of a new personality a reality.

A Tolerant teaching itself has a fast-growing research culture, bringing together a unique combination of a knowledge about teaching and an artistic combination of professional skills, subjects and educators, quality parenting findings and a wise theoretical new approaches of international researchers to unite everything in a strict system of a new understanding world global vision. Exciting alliance of teachers from different countries on a base of International Teacher's Association established a Learning centre for teacher training and continuing professional development. It was established as a part of a broader concern to foster understanding of human development and a personality establishment in a world of new opportunities for a personal growth. In order to do our best and to research the problem arising, additionally courses of a tolerant teaching have been worked out.

A systematical activity in a direction of establishment in developing a complex of a new personality- a tolerant one- is a module of a competence for a new world. This is one more hypothesis the teachers all over the world have been trying to realize, to work out and forward to. At the head of the process of this pedagogical construction is idea of raising and advancing the mental- intellectual level of a personality. In the

course of a series of interviews, tests and seminars in workshops and student's leadership managing team-groups we compound a psychological portrait of a student, ready to realize and to forwards to a cultural teaching. It looks like this:

“ He/she/ is a freedom-loving, strong-willed and independent-loving individual. He insists upon living his own life as he sees fit, that does not mean ignoring convention and tradition his own one and another nationalities. In personal relationship he /she/ can not be owned or possessed, and while he is willing to share himself /herself/ with another, he always adjust easily to the emotional give and take of a close relationship. Being intellectually open, he /she/can not be stubborn, opinionated and inflexible on a one-to-one and a one-to-group level. He /she/ has strong convictions and feelings fairness and equality and he tries to live by his ideals. He /she/ has ideals how people should treat one another and always takes into account human weaknesses, differences and needs.”

We consider the preliminary stage of working with international team of learners be very important, because the answers to our questions helped us to construct group norms for prolonged work. The questions were:

1. Who do you need to contact?
- 2 .Are you the right person to connect with these people?
3. Who is influential in your family, school, college, university, community?
4. How can you involve parents, teachers, social service agencies, church leaders, education officials, health officials etc.?
5. What will facilitate or inhibit your efforts?
6. What challenges will you face?
7. What questions do you need to ask?

To know the quality of inner moral and intellectual energy in our students was very important. In order to use this energy the knowledge of the main items of tolerant education, strictly combined with antinationalism and fundamentalism seemed to be very useful for making up a principally new look at the problem and creating a strategy of students' actions. We organised some workshops, sittings, conferences, role-plays, maximally close to a reality of a modern life from the point of view of professional managing and prevention conflicts in ordinary socium's existence. One of the most crucial problems to be solved by intercultural cooperation as teaching-learning was connectedness.

Communicative functions have been making up in the process of communication in an auditorium and outside. A document, called as “Ground Rules and Ground Norms” has been worked up in order to help students in making-up right decisions and prove rightness professionally. The structure of such a system compound from rules and norms was effectively serving itself as a guide on the path of communicative value of so complicated, even hard material for over thinking. To guarantee pragmatic and cultural knowledge through real communication four levels fore levels of theoretical and practical activities had been proposed to follow:

1.Surviving. 2.Ajusting. 3.Participating. 4.Integrating. Within each level we have organized the functions into general types as school and then college, university of effective living. They were:

A. Basic needs. B. Socializing. C. Metalinguistic .D. Professional. E.Cultural.

That means, the emphasis for all teachers in their principal-centered to a tolerant education position is an urgent necessity to negotiate and communicate not only their

students and colleagues in their own countries, but with educators and students, youngsters and adult – abroad.

So, a document – Demands for a new generation teacher as an ideal educator had been worked out and approbated in different countries. The main items of the document read:-

Must know the best and most political, cultural and economical material about tolerance as a basic notion for tolerant teaching.

Must know the specific and unique for each culture features and items of material and how they can work “pro” and “contra”.

-Is to have knowledge to improve his/her/ ability to analyze, synthesize and develop insight his field.

Has personal and professional competence.

Is interested in some kind of promotion the talented and hardworking students.

Possesses social skills, such as cooperativeness.

Does not do what interests him/her/ most without regard to the needs of the students and multinational group as a whole.

Is practical and realistic.

Has initiative.

Has some scientific abilities.

Keeps up with teaching-learning progress and grows professionally.

So, in our teaching and learning practice we are trying to build and keep alive Emotional Health and Professional effectiveness as A Key and Instrument in forming a tolerant education as a whole.

On a base of a scientific-methodical centre of an International Teacher’s Association a prolonged system of a practical daily work for teachers and students in a line of a tolerant education has been worked out and is checking up systematically concerning analyzing of results gotten in different countries. There are some recommendations, being important in the course of a work teacher’s team from different countries:

Read a lot about different trying to find out a motive and reason for a cultural learning-teaching in mental, social and political sphere of material having been read at classes and outside.

Maintain common sense by looking through newspapers and watching TV.

Choose your own tolerant, loving and giving attitude and attention to people and share it with them.

Be able to define the subject and object of Culture in approaches to a tolerant education as final expectations and results of activity.

Know the names and biographies of well-known Culture-loved educators, writers, psychologists, scientists, actors, sportsmen, doctors, etc.

Be able to list some most effective ways to eliminate conflict and wars from life of Humans, and, particularly, terrorism as a kind of war with a help of rightly chosen tolerant education for a world.

Taking into account, that we, teachers of the world have a goal to shape a new personality, a leader, when a tolerant education is a base and a module of a competence a Human being Personality in a sustainable development world, on a base of International Teacher’s Association Learning centre has been worked up a prolonged scheme of a cultural tolerant education for mutual benefit and effectiveness

teaching in different countries. Being supported by UNESCO, it appeared to be useful as a main direction of development.

A cultural teaching for a new world, developed on a base of ITA, is tied to the development of the tolerant education-upbringing itself and perspectives, but also influences it through interpretation and clarification of that agenda. International unity of teachers, being supported by UNESCO in research approaches and practical activity, approbated the main principals of this organization as alive and effective:

- 1.Future thinking: actively involves stakeholders /our teachers and students/ in creating and enacting an alternative future without wars and multinational conflicts;
- 2.Critical thinking: helps individuals assess the appropriateness and assumptions of current decisions and actions;
- 3.Systems thinking: understanding and promoting holistic change;
- 4.Participation: engaging all in sustainability issues and actions

An idea about international cultural tolerant education must raise a profile of education as a whole internationally. It must gain resources of all kind from governments to make basic education of a new level an entitlement for all. Education is a motive, a source, a moving power and an engine in the process of a personal development, guaranteeing decency, prudence and wisdom. As UNESCO document declares, "It is education of a certain kind that will save us, as the issues now looming so large before us in the twenty first century"[5.R.Wade, J. Parker, 2008, p.5].

So, constructing a cultural education we stay as practical, as generous in our ideas, keeping our eyes on the stars and our feet on the ground. The definition of the notion of a cultural education was born in the process of a series of role-plays, a most effective and a compound part of a tolerant teaching-learning itself. Students had to experience the different aspects of a modern world before they learn the terms of a tolerant education and it's symbols used to explain it. The students discussed the manner and ethics of communication in a tolerant teaching-learning. Among more than one hundred terms of positive items in communication they have chosen: confidence, trust, kindness, sympathy, wisdom. The biggest advantage was that the information was urgent and spread widely simultaneously in different countries through ITA. [6.M.Azarenkova.(2011), p.1] Special training seminars with teachers and students help to raise educational level as a whole and enrich intellectual possibilities. The forms may be different, but the principles remain common for all.

They declared Human rights values, vocational basic skills, values of spiritual and environmental sphere, skills in critical thinking, systems thinking, intergenerational and future's thinking, strengthens basic and higher level skills which enable people to deal with change, risk and uncertainty. Cultural education creates the world. Education through cultural values, findings, treasures of upbringing and friendship, scientific approaches to communication of children and adults, professionals of creative pedagogical work, as teaching and personal model as example of behavior- is a hard labour. At the same time it is a blessing inspiration, a huge responsibility, a great mission. That is why we dare to remind an old prayer and look at it from the position of those overcoming obstacles on their way to sustainable development intercultural world: " Time passes. Life happens. Distance separates. Children grow up. Jobs come and go. Love waxes and wanes. Men don't do what they are supposed to do. Hearts break. Parents die. Colleagues forget favors. Carees end. But! Every day teachers come to the World back to real treasures of life, surviving and saving the

main of them on the base of Culture without borders – Intellect, Justice, Beauty, Responsibility, Honesty and Peace.

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