

pilates, and bicycle riding. Men motivate themselves with the desire to look good and be strong, women are also a show of mood and health and immunity.

The segment at the age of 36 to 45 years is becoming less active, some are doing physical exercises at home. Men and women of this age tend to prefer seasonal sports, such as: skiing, cycling. From a permanent sport both sexes choose the swimming pool and motivated themselves by strengthening health and immunity.

The older generation (46-55 years) lead an active lifestyle only in 32% of cases, prefer to visit the swimming pool, and do exercise independently. They motivate themselves with good mood and health promotion.

As the study showed, segmentation is advisable to be carried out on this basis as age, because There are differences in sports activity between representatives of different ages.

Particular attention is paid to improving the physical education of children and students. Throughout the country, sport clubs for teenagers are organized. The Republic of Belarus has special centers for the training of professional athletes, including the Belarusian State University of Physical Education, the Olympic Reserve School, the specialized schools of the Olympic Reserve, and more than 185 children's and youth sports schools.

On the basis of the foregoing, we can conclude that the marketing of sports is a broad and topical issue affecting various spheres of life of a modern person and society as a whole.

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UDC 378

TOLERANCE IN MODERN WORLD ПРОБЛЕМА ТОЛЕРАНТНОСТИ В СОВРЕМЕННОМ МИРЕ

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Key words: tolerance, tolerant attitude, a personality trait, a person with special developmental needs, humanization of education, individual professional style.

Ключевые слова: толерантность, толерантное отношение, свойство личности, лицо с особенностями психофизического развития, гуманизация образования, индивидуальный профессиональный стиль.

Abstract. The article deals with such a socio-humanistic problem of modern society development as tolerance. The phenomenon of tolerance is regarded here as a positive personal quality, which helps better integration into the society. The article stresses actual contradiction between the urgent necessity to solve the problem of development of tolerance to other persons, including those with special developmental needs and working out tools and mechanisms for its development in the higher education establishment.

Аннотация. В статье затронута такая социо-гуманистическая проблема современного общества, как толерантность. Феномен толерантности рассматривается здесь как положительное личностное качество, которое способствует лучшей социализации индивида. В статье подчёркнуто актуальное противоречие, заключающееся в явной необходимости решать проблему развития толерантности к другим, включая лиц с особенностями психофизического развития и отсутствием разработанных приёмов и механизмов для её развития в УВО.

We have our own particular convictions and points of view about many issues that encompass our lives. Regardless of whether it is about religious perspectives, political convictions or social contrasts we all have different views and respond to anything based on our personal experience obtained during our lifetime. Tragically, but some are not as tolerant to others as they should be. We often witness the absence of tolerance among people. Some individuals may verbally or even physically assault those whom they find dissimilar to themselves, judge their behaviour with prejudices that blindfold their minds.

Today we interpret the notion tolerance as willingness to allow others to hold opinions or follow customs different from one's own; a state of mind that implies non-judgmental acceptance of different lifestyles or beliefs, whereas toleration indicates the practice of allowing such freedoms and putting up with something that one disapproves of.

At the heart of tolerant attitude to other people is self-control. When we tolerate an activity, we resist our urge to forcefully prohibit the expression of activities that we find unpleasant. Toleration is usually based upon an assumption of the importance of individual independence. This assumption is a central idea in modern liberal theory and practice.

According to different authors tolerance is conventionally viewed as: acceptance of another person's individuality and one's own personality, the ability to understand emotional states of other persons, the urge to communicate and interact, refusal of dominance and violence, readiness to accept different opinions and logics, the right to be different, dissimilar, uncommon; attitude and personal quality as a stabilizing factor of the system (personality, society) from inside; a complex multiple-aspect

personal trait, which includes emotional, cognitive, behavioral components and psychophysical background.

The social-philosophical interpretation of tolerance views the essence of the notion as tolerance displayed by a social subject towards political, ethnic and other peculiarities of another social subject. This implies the orientation to certain value systems, which permits to discuss the ethical basis of tolerance – moral terms, norms, rules, values, as well as the mechanism of their inclusion in the regulation process of tolerant behavior. It should not be forgotten, that the phenomenon of tolerance is subject-objectively oriented and can be manifested selectively.

Valuable contribution to the development of the tolerance phenomenon in modern science has been done by the following researchers: G. Y. Soldatova 2001; E. V. Shlyagina 2002; E. G. Vinogradova 2002; D. V. Kolesov 2003, T.A. Vlasova 2003, N. K. Bahareva 2004; D. V. Klovov 2005; G. S. Kozhyhar 2006; A. P. Tsykanova 2006; A.G. Asmolov 2008, G.V. Bezuleva 2009, S. K. Bondyreva, Vera V. Khitruk 2012.

Many leading scholars and educators use the theme of tolerance to help students in classrooms or at lectures understand issues centered on tolerance, non-violence and human rights. Educational establishments play a very important role in propaganda of tolerant attitude to people of different background, religious beliefs, and social status and, of course, to people with special developmental needs. They teach tolerant attitude by organizing various creative projects, scientific conferences, showing educational movies to present some modes of courteous acceptable behavior.

American psychologist Gordon W. Allport pioneered research into the psychological underpinnings of prejudice and discrimination. He believes that a tolerant person possesses the following characteristics: 1) self-knowledge (a tolerant person is aware of his own strengths and weaknesses and is not inclined to put the blame for his problems on others); 2) safety and security (the sense of security and strong belief that a person can cope with threat); 3) responsibility (a developed sense of responsibility which doesn't let a person to put the responsibility on others); 4) estimated requirement in determinacy and distinctness (a tolerant person doesn't divide the world into black and white but admits its diversity, a tolerant person is ready to accept any viewpoint and feels less discomfort in the state of uncertainty); 5) self-orientation (is much more aimed at self-sufficiency, and less at outward leaders and authorities); 6) less adherence to order (a tolerant person is not obsessive about order in a general sense, and social order in particular, open-minded, polite and cautious); 7) empathic ability (societally conscious and socially sensitive, with adequate judgment and assertion of other people); 8) a sense of humor (with the ability to laugh at him/herself, not only at others); 9) freedom and liberty priorities (public hierarchy is of no importance) [1].

Thus, the phenomenon of tolerance in foreign psychology is regarded as a positive quality, synonymic to ethics and moral.

To my mind, the theory of Gordon W. Allport is of great interest because it identifies the personal traits of a tolerant person.

Tolerant attitude as a personal quality has a subjective-objective orientation as it is formed towards a subject. People can be tolerant or intolerant to differences of these subjects: cultures, languages, origins, religions, beliefs, nations, races, mental capacity, physical characteristics and many others. The level of individual's personal growth, education, social surrounding and financial wealth influence on person's tolerant attitude. Nevertheless, if a person is tolerant to other person's race it does not mean that this person will show the same tolerance to a person with some special developmental needs. In my opinion, the problem of tolerant attitude to an individual with impaired development is one of the actual problems in modern special pedagogy and psychology around the world. People have got used to problems of immigrants, different religions and different cultures because of a modern tendency of globalization. However, it is sometimes difficult for people to accept a birth of a child with special developmental needs in their own family.

According to L.S. Vygotsky, a Soviet psychologist and the founder of an unfinished theory of human cultural and biosocial development, any physical disability — whether it is blindness, deafness or congenital dementia — not only changes an individual's attitude to the world, but affects other people's attitude to such an individual. Even in the family, there is an exclusive, different attitude to the child with impaired development in comparison with other children. L.S. Vygotsky has called the change in attitude to the child with biological defect and the resulting "feeling of little value", the "social realization of defect".

A child with special needs is a subject whose individuality should be accepted and taken into consideration under the conditions of inclusive education. Nevertheless, successful education can be guaranteed by a high level of tolerance as a personal quality of teachers. In a similar way, successful integration of people with special developmental needs (SDN) into the modern community and their successful social adaptation can be guaranteed by a high level of tolerance as a personal quality of all the people who surround them in their everyday life working in different social spheres, including shop assistants, doctors, teachers, lawyers and others.

However, tolerance is not a born characteristic; people should be taught how to be tolerant and how to behave in modern community with tolerance. The best way to teach tolerance is during the educational process and the time of professional training. Nowadays the humanization of education and higher education in particular, is paid much attention. A successful graduate must possess both strong professional skills and specific personal qualities to develop a tolerant attitude to people in general and those with SDN in particular. Among these are: ability to manage oneself; ability to influence others; striving for personal and career growth; resourcefulness; ability to cooperate with colleagues; tolerance and patience.

It is obvious that a graduate should possess a wide range of personality traits that will shape his or her individual professional style. However, tolerance and patience help a newborn professional to be sociable and develop a strong desire to help people in our diverse modern life. That is why it is so important to identify pedagogical conditions and work out tools and mechanisms for the development of students' tolerance through teaching different subjects, including foreign languages.

To conclude, being tolerant is to live your life without criticizing how others live theirs. Understanding other people needs enriches personal inner world, rises self-estimation, promotes career growth and develops tolerant attitude and respect to other people. Attitude with general social tolerance to other individuals despite their differences will bring more peace and happiness to our own lives.

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FEATURES OF PERSONNEL MANAGEMENT OF A CRISIS ENTERPRISE

ОСОБЕННОСТИ УПРАВЛЕНИЯ ПЕРСОНАЛОМ КРИЗИСНОГО ПРЕДПРИЯТИЯ

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Key words: *crisis enterprise, mobilizing the personnel potential.*

Ключевые слова: *кризисное предприятие, мобилизация кадрового потенциала.*

Abstract. The article outlines the main phases of the process of mobilizing the personnel potential of the crisis enterprise for the implementation of the financial recovery plan: staff's awareness of their dependence on further successes in improving the company's health, creating conditions for staff development, ensuring a high level of motivation for employees' self-development, the formation of new patterns of activity in the joint efforts of all employees of the enterprise. The main principles of a productive approach to increasing the level of competitiveness of a crisis enterprise are formulated, creating an image of the company that is attractive to consumers.

Аннотация. В статье обозначены основные фазы процесса мобилизации кадрового потенциала кризисного предприятия на реализацию плана