The Role of Tolerance to Promote the Improving the Quality of Training the Specialists in the Information Society

Oleksandr Makarenko[1], Inna Levenok[2], Valentyna Shakhrai[3], Liudmyla Koval[4],
Tetiana Tyulpa[5], Andrii Shevchuk[6], Olena Bida[7]

[1] Candidate of Pedagogical Science, Associate Professor of Physics Department, Poltava State Medical University, Ukraine

[2] PhD in Pedagogical Sciences, Lecturer of Language Training of Foreign Citizens Department, Sumy State University, Ukraine

[3] Doctor of Educational Sciences, Associate Professor, Head of Institutional Education Laboratory, Institute of Problems on Education of the National Academy of Educational Sciences of Ukraine, Ukraine

[4] Doctor of Pedagogical Sciences, Professor at the Department of Primary Education, Dean of the Faculty of Psychological and Pedagogical Education and Arts, Berdiansk State Pedagogical University, Ukraine

[5] Doctor of Pedagogical Sciences, Associate Professor at the Department of Primary Education Pedagogy and Psychology, Oleksandr Dovzhenko Hlukhiv Pedagogical University, Ukraine

[6] Senior Lecturer of the Department of Philosophy, Theology and Church History, Ukrainian Institute of Arts and Sciences, Ukraine

[7] Doctor of Pedagogical Sciences, Professor, Head of the Department of Pedagogy and Psychology, Ferenc Rákóczi II Transcarpathian Hungarian Institute, Ukraine

Summary

The essence of the definition of "tolerance" is analyzed. Motivational, knowledge and behavioral criteria for tolerance of future teachers are highlighted. Indicators of the motivational criterion are the formation of value orientations, motivational orientation, and the development of empathy. Originality and productivity of thoughts and judgments, tact of dialogue, pedagogical ethics and tact are confirmed as indicators of the knowledge criterion. The behavioral criterion includes social activity as a life position, emotional and volitional endurance, and self-control of one's own position. The formation of tolerance is influenced by a number of factors: the social environment, the information society, existing stereotypes and ideas in society, the system of education and relationships between people, and the system of values. The main factors that contribute to the education of tolerance in future teachers are highlighted. Analyzing the structure of tolerance, it is necessary to distinguish the following functions of tolerance: - motivational (determines the composition and strength of motivation for social activity and behavior, promotes the development of life experience, because it allows the individual to accept other points of view and vision of the solution; - informational (understanding the situation, the personality of another person); - regulatory (tolerance has a close connection with the strong - willed qualities of a person: endurance, self-control, self-regulation, which were formed in the process of Education); - adaptive (allows the individual to develop in the process of joint activity a positive, emotional, stable attitude to the activity itself, which the individual carries out, to the object and subject of joint relations).

The implementation of pedagogical functions in the information society: educational, organizational, predictive, informational, communicative, controlling, etc. provides grounds to consider pedagogical tolerance as an integrative personal quality of a representative of any profession in the field of "person-person".

The positions that should become conditions for the formation of tolerance of the future teacher in the information society are listed.

1. Introduction

Political and socio-economic transformations in Ukraine have set new challenges for both the educational system and higher education in particular. The industry that is a powerful factor in the development of the spiritual culture of the Ukrainian people, the reproduction of the productive forces of Ukraine. Solving the problems of higher education is based mainly on the quality of the staff of the institution of higher education, and the school at the level of professional competence of teachers.

The leading principle of the state educational policy in the information society, as indicated in the national doctrine of education development of Ukraine in the XXI century, is the training of teachers [15], because the target comprehensive state program "Teacher" focuses on the key role of teachers in the education system. [21].

One of the important factors for accelerating scientific and technological progress, automating and intensifying production, creating new highly efficient technologies, improving planning and management is the widespread use of information and communication technologies.

In the era of informatization, the role of education is rapidly increasing, since it is education that is the basis for the socio-economic and spiritual development of society. Currently, Ukraine is modernizing the education system,

focusing it on entering the European educational space. The teacher has ceased to be the main source of knowledge for students. They actively use large amounts of information from various sources, such as the Internet, television, computer programs and games, videos, various educational and popular science literature, etc. [12].

Tolerance is versatile and diverse, it has the following types and forms of manifestation – ethnic, religious, national, political, professional, etc. The formation of tolerance is influenced by a number of factors, in particular the social environment, existing stereotypes and ideas in society, the system of education and relationships between people, the system of values that the individual is focused on. The problem of education of tolerance becomes particularly relevant in the process of professional training of future primary school teachers, since it is impossible to educate a tolerant person who is able to perceive the behavior, thoughts, lifestyle and self-expression of another without aggression, criticism, hostility without a high level of professional readiness of those who directly implement the social order of society [6].

Therefore, at the present stage of modernization of the educational system in our country, the problem of training a professional teacher who will work at the school and will actively use large amounts of information from various sources, such as the Internet, television, computer programs and games, videos, and who will develop tolerance becomes particularly relevant.

The purpose of the article is to clarify the role of tolerance in contributing to improving the quality of training the specialists in the information society.

2. Analysis of recent research and publications

The importance of tolerance as a personal and professional trait in teachers' activities in the information society is emphasized in the publications of many scientists.

Kuchai O. highlights the problems of theoretical and methodological training of teachers by means of multimedia technologies in higher educational institutions. The conceptual foundations of training future teachers by means of multimedia technologies are substantiated. The features of using multimedia technologies in the training of specialists in the pedagogical industry are revealed. Innovative approaches to professional development of teachers in the system of postgraduate education are described [12].

Byrko N. refers the scientific category "tolerance" to the methodological apparatus of philosophy, political science, jurisprudence, sociology, cultural studies, psychology, and pedagogy [2].

Potapchuk T. found out that tolerance is determined by the attitudes, habits, and worldview formed in the individual; it is subject to purposeful education and self-education.

The future teacher's readiness to form students' tolerance is interpreted as an integrative personal and professional quality that accumulates knowledge about the essence and content aspects of tolerance, emotions, values, needs, motives of activity aimed at achieving mutual understanding, accumulating experience in applying knowledge and skills in behavior, cooperation, and the ability to dialogue with others [18].

Hnatovska K. devoted her research to the problem of teaching tolerance in future teachers. The author found out that the problem of education of tolerance becomes particularly relevant in the process of professional training of future teachers, since it is impossible to educate a tolerant person who is able to perceive the behavior, thoughts, lifestyle and self-expression of another without aggression, criticism, hostility without a high level of professional readiness of those who directly implement the social order of society. A number of factors are identified: the social environment, existing stereotypes and ideas in society, the system of education and relationships between people, the system of values that the individual is focused on, etc. The main factors that contribute to the education of tolerance in future teachers are identified [6].

Bida O. focused on some definitions of the concept of tolerance. The article highlights the views of domestic scientists on the problem of tolerance and its role to promote the improving the quality of training the teachers and professors of higher educational institutions. Based on the theoretical and practical analysis of the problem of forming students' tolerance, a decision was made on the need to introduce pedagogical conditions into the process of humanitarian training, which are considered as an integral and interrelated set of specially implemented specific psychological and pedagogical measures [1].

Sbruieva A. highlighted a wide range of topical problems of innovative development of professional training of future teachers, which became the subject of research in the context of the introduction of the concept of "new Ukrainian school". The article describes the theoretical and methodological foundations of Bachelor's, Master's and Doctoral training of future teachers to work in institutions of school and extracurricular education, which is aimed at forming an innovative specialist as a change agent [22].

Maksymova O. considered what it means to be tolerant in the modern world and, based on the understanding of this category by various humanities, determined the structure of a tolerant teacher [13].

Matiienko O. notes that the formation of tolerance is associated with continuous self-improvement of the teacher, the accumulation of his professional and communicative skills, and the development of his internal human qualities [14].

Remnova A. defines the conditions for the formation of tolerance of the future teacher [19].

Kravchenko, T., Varga, L., Lypchanko-Kovachyk, O., Chinchoy, A., Yevtushenko, N., Syladii, I., & Kuchai, O. stress about modernization of computer technologies, especially multimedia ones, is a necessary condition for the functioning of specialists in modern society, since specialists are at the center of the educational process, during the improvement of professional competence [11].

Plakhotnik, O., Strazhnikova, I., Yehorova, I., Semchuk, S., Tymchenko, A., Logvinova, Ya., & Kuchai, O. expose the position of multimedia teaching tools, which are promising and highly effective tools that allow the teacher not only to present an array of information in a larger volume than traditional sources of information, but also to include text, graphs, diagrams, sound, animation, video, etc. in a visually integrated form [17].

Shchyrbul, O., Babalich, V., Mishyn, S., Novikova, V., Zinchenko, L., Haidamashko, I., & Kuchai, O. show that relevant concepts of media education, developed form an important basis for the modernization of education, which will contribute to the construction of an information society in the country and the formation of civil society. Distance learning is considered - the most democratic form of education that allows broad segments of society to get an education [20].

3. Research methods

To achieve the research goal, theoretical research methods were used: systematic analysis of scientific and methodological literature, regulatory support – to clarify the essential characteristics of key research concepts; analysis, synthesis and generalization to introduce concepts into scientific circulation and clarify the content of definitions.

4. Results and discussion

Modern information technologies play a significant role in shaping the value orientations of young people. Because media education is focused on preparing young people for life in new information conditions, for the full perception of various information, mastering the ways of communication based on modern information technologies. The ability to critically comprehend information, the rapid development of information and communication technologies (ICTs) opens up new opportunities for humanity in education, outlining new training requirements in return. The development of the "information space" requires the modern school to modify certain aspects of its activities that no longer meet all the needs of the information society [12].

Tolerance is not a new term for the teaching industry; in particular, outstanding teachers have repeatedly turned to the study of the problem of tolerance.

Let us analyze the essence of the definition of "tolerance". N. Byrko [2] notes that the scientific category "tolerance" belongs to the methodological apparatus of several sciences, namely philosophy, political science, law, sociology, cultural studies, psychology, and pedagogy. This expands the range of our scientific research, directs us to consider tolerance more specifically from a pedagogical point of view.

The Universal Declaration of Human Rights [4] is the first document to raise the issue of tolerance. In particular, the declaration states "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs". In 1996, the UN General Assembly adopted the "Declaration of Principles on Tolerance" [4], which states "Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. … Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace." Therefore, in the context of the European vision of tolerance, the value of society, which is a component of modern culture, is considered.

The etymological dictionary of the Ukrainian language explains the origin of the word "tolerant" as tolerable to other people's thoughts and beliefs, and tolerate – to show tolerance – borrowing from Western European languages from Latin. toleransntis – patient, participle from the word tolerare – to experience, endure, withstand, associated with tollo, tollere – to raise, increase, clean [5].

S. Goncharenko in the Ukrainian pedagogical Dictionary writes "patient and implies" tolerance to other people's thoughts and beliefs and comes from the Latin word "tolerans" [8] It is indicated that without tolerance, humanity cannot exist.

It is established that tolerance today is relevant in the formation of the future teacher as a conscious citizen who actively and consciously participates in the democratic process of building an educational process, capable of self-organization, skillfully be tolerant, patient to other people's opinions, seek and find reasonable compromises.

T. Gurov gives the following definition of tolerance "as an integrative moral value characterized by a benevolent attitude and the ability to recognize the views and beliefs of another based on confidence in one's own position. Interest in the position of another regardless of his ethnic, national or cultural affiliation, which implies the ability to control one's own behavior, as well as the ability to conduct an

active constructive dialogue in order to expand one's own experience and find a compromise" [9].

N. Byrko offers such an interpretation of tolerance is "a quality of personality that implies a tolerant attitude towards a person, taking into account his views, beliefs, race, the result of which is mutual respect, understanding, consent, support. A tolerant personality implies the following components: empathy, communication skills, humanity, pedagogy of peace, cooperation, competence, democratization, spirituality" [2].

L. Goncharenko considers tolerance as the main condition for humanizing education, and therefore is based on "the ability to better understand yourself and other people, come into contact with them, and interact without compulsion, show respect and trust" [7]. O. Voloshyna notes that tolerance from a pedagogical point of view is, "firstly, the state of the process of education, and, secondly, a means of achieving educational tasks, that is, a requirement for the activity and personality of the teacher" [24]. A. Matiienko notes "tolerance is a professionally necessary personal quality of a teacher, which logically follows from the content, tasks and characteristics of his activity. We emphasize that the formation of tolerance is associated with continuous self-improvement of the teacher, the accumulation of his professional and communicative skills, and the development of his internal human qualities" [14].

Pedagogical tolerance is a special integrative form that contains the features of all types of tolerance, is determined by the goals, objectives and features of the teacher's pedagogical activity, the richness of creating pedagogical situations; it is a professional and personal quality of the teacher, one of the norms of his behavior, one of the components of pedagogical ethics.

Pedagogical tolerance is not only the personal and professional quality of an individual teacher, but also of the entire teaching staff, since only in a tolerant teaching staff of a school can the necessary conditions be created for the education of a tolerant personality.

Personal qualities of a teacher can contribute to or hinder the productive performance of a task – the education of tolerance.

Pedagogical activity is full of various kinds of stressful situations associated with emotional reactions.

The teacher must realize that he is a role model.

It should promote dialogue and peaceful resolution of conflicts; focus on the importance of each student, respect their feelings and position; form a sense of Justice, create a favorable atmosphere in the classroom; develop students' sense of mutual responsibility, give students the opportunity to solve problems independently.

The problem of creating a tolerant atmosphere in school depends on the organizational and methodological training of future teachers on the education of tolerance and provides for the organization of work with students aimed at providing them with the necessary knowledge on the theory and methodology of education of tolerance in students [18].

R. Kostruban bases the characterization of tolerance of future teachers on a general attitude to tolerant behavior and its internal motivation, deep knowledge, as well as practical skills and abilities. Motivational, knowledge and behavioral criteria for tolerance of future teachers are highlighted. Indicators of the motivational criterion are the formation of value orientations, motivational orientation, and the development of empathy. Originality and productivity of thoughts and judgments, tact of dialogue, pedagogical ethics and tact are confirmed as indicators of the knowledge criterion. The behavioral criterion includes social activity as a life position, emotional and volitional endurance, and self-control of one's own position.

Based on the theoretical and practical analysis of the problem of forming students' tolerance, a decision was made on the need to introduce pedagogical conditions into the process of humanitarian training, which are considered as an integral and interrelated set of specially implemented specific psychological and pedagogical measures. These include using the potential of a systematic approach to form the motivational and value component of tolerance of future teachers during humanitarian training; developing and implementing a profession gram of the future teacher, taking into account the cognitive and content component of tolerance. In addition, activating the potential of the conative and reflexive component of tolerance of future teachers based on participation in the training program. The specifics of pedagogical conditions are determined by the essence and content of the organization of humanitarian training of future teachers. Their practical implementation included the purposeful use of a systematic approach, the introduction of active forms and methods of teaching, the democratization and humanization of the educational process, encouraging students to develop group projects. In addition, the introduction of new topics in the curriculum of humanities disciplines that met the standards of teacher training and supplemented the profession gram in the context of tolerance formation. Moreover, the use of educational potential of interdisciplinary connections and problematic presentation of educational material; conducting a training program based on group forms of work, problem tasks, game methods, role-playing situations, discussions, brainstorming, the use of video material and computer presentations [10].

The restructuring of the global economic and political order, especially in Europe, among many other changes requires the introduction of new content and teaching methods. The use of ICT helps change the content of Education. Information technologies have a powerful impact on the development of students, serving as a tool for communication, as well as socialization of young people. Information technologies affect the methods of work, cooperation, communication, and teaching methods [12].

A number of factors influences the formation of tolerance: the social environment, existing stereotypes and ideas in society, the system of education and relationships between people, the system of values. A special place in this process is given to mentality, which is primarily a powerful behavioral factor. It is impossible not to take into account the influence of various factors of a personal nature, from the level of Education, intelligence, culture to the ability to be friendly, sensitive, tactful, from the ability to listen and understand, not to condemn and forgive, to sensitivity, compliance, self-control and respect for another, to his opinion, religion, beliefs, type of activity.

The main factors that contribute to the education of tolerance in future teachers include the following:
  – contain your emotions;
  – positive attitude of all subjects to the problem, involving them in joint activities to solve it;
  – ability to manage students' emotions;
  – harmony of relationships, actions and behavior of all subjects of the pedagogical process;
  – benevolence, trust and high demands on each other;
  – use of peaceful means to resolve conflicts;
  – awareness of the subjects of the pedagogical process about the goals and state of affairs;
  – positive attitude of subjects to the assessment of the results of activities related to the formation of tolerance;
  – formation of skills for independent knowledge of the world;
  – the state of emotional satisfaction as a result of joint activities [6].

Analyzing the structure of tolerance, it is necessary to distinguish the following functions of tolerance:
  – motivational (determines the composition and strength of motivation for social activities and behavior, promotes the development of life experience, because it allows the individual to accept other points of view and vision of the solution;
  – informational (understanding the situation, personality of another person);
  – regulatory (tolerance has a close connection with the strong-willed qualities of a person: self-control and self-regulation, which were formed in the process of Education);
  – adaptive (allows the individual to develop in the process of joint activity a positive, emotional, stable attitude to the activity itself that the individual performs, to the object and subject of joint relations).

The implementation of pedagogical functions: educational, organizational, predictive, informational, communicative, controlling, etc. provides grounds to consider pedagogical tolerance as an integrative personal quality of a representative of any profession in the field of "person-person": doctor, lawyer, teacher, psychologist, salesperson, manager.

In any of the areas of the "person-to-person" sphere, a specialist must master not only professional knowledge and skills of his profession, but also knowledge and skills in working with people. This leads to the assumption that successful performance of professional duties is possible only if the other person is heard and understood, his characteristics and wishes are taken into account, and contact is established. A doctor, salesperson, or manager will only be successful when they strive to understand the client, listen to their wishes, and take into account their personal characteristics.

It should also be noted that specialists in the field of "person-to-person" should be friendly, show interest, empathy for people, as well as be emotionally stable, have self-control and be sociable. The main thing for an employee in this field is interaction with other people.

Therefore, having analyzed the essence of the concept of "tolerance", it can be argued that empathy, the desire to understand, showing interest in people, emotional stability – all these are manifestations of tolerance [22].

An information society is a society that intensively uses data through various information and communication resources. The development of the information society has a powerful impact on the dynamics in Education. Scientists argue that the success of the information society significantly depends on the education of the individual. In this case, the educational system should more often use new teaching methods based on the latest multimedia techniques [12].

The training manual "new Ukrainian school: a guide for teachers" defines the following principles of partnership in pedagogy:
  – respect for the individual;
  – benevolence and positive attitude;
  – trust in relationships;
  – dialogue – interaction – mutual respect;
  – distributed leadership (proactivity, the right to choose and responsibility for it, horizontal connections);
  – principles of social partnership (equality of the parties, voluntary acceptance of obligations, mandatory implementation of agreements) [16].

This approach can be implemented by a teacher who is characterized by a position of tolerance towards children who feel the teacher's attitude and adopt his worldview positions and behavior. In this state, it is possible to organize joint activities in which the student will take the initiative and join the work on a parity basis. Tolerance is one of the moral categories, which, on the one hand, is formed by society, and on the other, depends on the directions, values, needs, views, life principles of the person himself, and is his personal property that determines behavior.

Since in pedagogy the process of education is understood as interaction and not the action of the educator over the pupil, it involves the manifestation of tolerance, the

ability to allow the child to show freedom within reasonable limits and think, have their own position and not be afraid to make it public. Tolerance pedagogy provides for:

– development of observation skills, introspection, and self-knowledge;

– developing skills to conduct a positive internal dialogue with yourself;

– development of cognition skills of other people, analysis of the situation, situation in the family, class, group, team;

– implementation of self-assessment correction;

– formation of professionally significant qualities such as empathy and reflection that promote tolerant communication;

– development of emotional stability in difficult life situations;

– mastering ways of self-regulation and responding to intolerance.

The main principles of tolerance are the following:

– the principle of trusting cooperation – establishing relations of mutual understanding and demand;

– the principle of relationship ecology – ensuring a favorable socio-psychological climate as the basis for the formation of a tolerant space;

– the principle of jurisprudence is the formation of a sense of self-esteem, self-respect, respect for other people, peoples, their social status, nationality, race, culture, religion;

– the principle of synergy – ensures the development of the individual, being the source and driving force of this development;

– the principle of creativity, which ensures the implementation of variable approaches to establishing tolerant relationships and analyzing interaction situations [13].

Tolerant interaction as a pedagogical category means a special type of relationship between subjects of the educational environment, which is determined by dialogic, cooperation, partnership, empathy, benevolence, and respect for otherness. A tolerant teacher cooperates with students, parents, colleagues based on the partnership, coordinates the activities of all links and subjects of the educational process of an educational institution, recognizes diversity and respects the right to be different. Moreover, is ready to listen and hear the opinions of others, refuses dominance and violence, is able to look at the problem through the eyes of others, is emotionally balanced, responsible, and is able to analyze their own actions with their subsequent correction.

The conditions for forming the tolerance of the future teacher should be:

– increasing students' awareness of the essential and semantic characteristics of tolerance, features of tolerant interaction in the educational environment;

– formation of tolerance as a personal value of the future teacher and its transformation into the principle of professional activity;

– building tolerant relationships in the "student-student", "teacher-student" system;

– diversity of organizational educational forms in the educational process that contribute to the development of tolerant interaction skills (discussions, trainings, role-playing games, etc.);

– psychological training of future teachers based on the method of nonviolent communication, which will help to better understand themselves and others;

– systematic monitoring of the state of tolerance formation of future teachers;

– providing a scientific and methodological base of the educational process on the problems of educating tolerance of young students in pedagogical institutions of Higher Education.

Preparing the future teacher for tolerant interaction in the educational environment will help the future teacher to successfully implement the pedagogy of partnership and build relationships with students, teachers, and parents, representatives of public organizations based on the mutual understanding, equality, dialogue, cooperation, and acceptance. In addition, will contribute to the disclosure and development of the child's abilities and capabilities in the new Ukrainian school. After all, each child is unique and unrepeatable, endowed by nature with certain abilities and talents, but it is possible to turn on and awaken the internal reserves of the individual only by the humane attitude of the teacher to the child. Partnership pedagogy, which is based on the principles of tolerance, focuses teachers on building extremely trusting relationships with their students, interaction based on cooperation, co-creation, and free choice.

According to the new concept, relations between all participants in the educational process should be based on freedom and responsibility, and it is the teacher who will have to explain to students and parents that freedom is not permissiveness, it is limited by responsibility. Moreover, in order to use this freedom, you need to learn how to negotiate, so the skills of tolerant interaction that a future teacher in a higher education institution will master and teach all other participants in the educational process to negotiate will be useful.

Therefore, to realize the main task of the new Ukrainian school – education of a generation of young people who should become successful specialists, be able to learn throughout their lives. In addition, think critically, work in a team, communicate in a multicultural environment, possess the competencies defined by the new Law on Education – we need successful, creative, responsible teachers who have good skills of tolerant interaction [19].

Conclusions and prospects for further research of the direction

Research by scientists confirms that the modern information society requires better training of primary school teachers, modernization of their work style, the presence of critical thinking in them, and improving the professional level of specialists. The implementation of goals related to the training of critical thinking and at the same time improving the quality of multimedia learning is an introduction to the education of a person who effectively functions in the information society of the future [12].

It can be argued that tolerance is a complex personal and professional quality that affects all spheres of life of students studying in pedagogical institutions.

With such a statement of the problem, when the teacher's tolerance will increase and be considered as a component of the professional activity of a teacher of a higher education institution and a school teacher, when schools will accelerate the path of testing and implementing innovative theories. Educational technologies, theoretical and practical developments with elements of novelty in the practice of very educational institutions, young people with a new mindset and mentality will leave the school, able to successfully live in a world that is dynamically developing and updated.

Further research of the direction is to improve the preparation of the future teacher for tolerant interaction in the educational environment.

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