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Development of procedural aspects of tolerance pedagogy with implementation in theory and practice of higher and secondary education

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Abstract

Relevance. The relevance of the study is conditioned by the fact that the issue of lack of tolerance remains unresolved, the versatility of this problem concerns a variety of conflicts caused by a lack of tolerant interaction in society, and there is also a gross problem of inability to show tolerant behaviour, despite people's knowledge of the need to form such relationships, which significantly complicates their implementation at a higher level.

Purpose. The main purpose of the study includes the promotion and actualisation of tolerance pedagogy in the modern educational process and the introduction of ways to convey tolerant thinking at the stages of secondary and higher education.

Methodology. When writing the paper, methods of synthesis, analysis, comparison, generalisation, systematisation, formalisation, and elements of the statistical method were used to investigate the concept of pedagogical tolerance and clarify the content of educating pedagogical tolerance of students of educational institutions.

Results. The initial stage for the introduction of pedagogical tolerance is teacher training. Important aspects of the development of tolerance of students should be focused on the establishment of a friendly atmosphere between the participants of the educational process, paying due attention to the positions of the interlocutor. In accordance with the purpose of the study, the theoretical foundations of the concept of tolerance pedagogy were analysed, and its features

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were revealed. In the course of the research, a key role was identified, which includes the phenomenon of tolerance in the educational environment.

Conclusions. The practical significance of the study follows from the fact that the practical aspects of the disclosure of the presented problem for the introduction of pedagogical tolerance in the educational process are substantiated. The presented issues of tolerance development can be applied in the learning process by teachers, and in practice by dedicated experts.

Keywords: tolerance; educational process; communication culture; humanism; phenomenon.

Introduction

At the beginning of the 21st century, there were cardinal changes associated with the democratisation of the educational process, which included the creation of conditions to meet the needs of representatives of different social, national, age, regional, and other social groups, as well as the provision of potential for free human expression. These changes led to an active reform of the education system, which consisted in promoting the idea of humanistic values, therefore, in the development of the latest education policy, attention is focused on the priority of such values as a society and the person in it. At the same time, the problem of globalisation and the level of social relations have determined the importance of not only economic, political or socio-cultural interests, but also the concept of tolerance in human relations. In this regard, the problem of tolerance pedagogy is considered as the basis for the free existence of humanity and its consciousness.

After the UN declared 1995 the International Year of Tolerance as a condition for social interaction, the issue of promoting a culture of tolerance was raised. Currently, special attention is paid to the issue of the development of tolerance of the individual. This is conditioned by many reasons: the manifestation of world civilization in economic, social, moral, and other characteristics, and in this regard, under the influence of intolerance, the aggravation of religious extremism, the refugee problem, the change of moral paradigms and many other reasons, various important international documents are being adopted. For example, in 1995 the Declaration of the Principles of Tolerance was adopted: approved by the resolution of the UNESCO [1]. This international document not only sets out the principles of uniting people in the present and future, but also suggests ways to implement them. Here the essence of the basic concept of interpersonal relations – tolerance – is revealed.

The content of the concept of tolerance as a reason for a full-scale study, has not been adequately disclosed in pedagogical science in Kazakhstan. The study of the pedagogy of tolerance and the need for its promotion takes place in modern scientific resources and literature in the field of philosophy, psychology, and sociology in different areas. One of the issues of studying tolerance is the lack of unity among researchers in understanding the nature of this phenomenon. The concept of tolerance is interpreted differently in various sources, which necessitates its study as a phenomenological process. The papers by E.N. Ivanova and K.S. Brimzhinova [2] consider the problem of tolerance education among young people. The author also updates the areas of training future teachers for educational processes. Events of a social and political nature in Kazakhstan over the past 30 years have led to the fact that the state has continued to restructure various spheres of

society, while remaining a multi-confessional and multinational country. The researchers have identified the current conditions of students in Kazakhstan, including: belonging to different ethnic groups, their own multilingualism, the need for personal and professional communication using two or more languages, and the need to preserve the stability of cultural channels in the flow of globalisation.

Z.D. Akhmetbekova [3] discusses pedagogical views on the problem of the development of tolerant behaviour and interaction between students of pedagogical universities. The pedagogical theory of tolerance of Kazakhstan is characterised by orientation to other cultures. The scientific inquiries by Kazakh researchers in the field of pedagogy are aimed at preserving the values of the nation or at belonging to the cultures of other nations. The concept of tolerance used to have a general interpretation, which consisted in defining it as the ability to perceive a person or an object without resistance or negativity. In general, the phenomenon of tolerance is interdisciplinary in nature, since the stage of development of society presents several problems for culture, the solution of which is possible only with a comprehensive analysis of socio-cultural issues. Therefore, it is so necessary to study the auxiliary aspects of the phenomenon of tolerance. O.Kh. Aimaganbetova et al. [4] investigated the specific features of the manifestation of tolerance and intolerance of a person as a way of expressing a predisposition to radical sentiments. They argued that the manifestation of tolerant and intolerant behaviour, prone to transformation and adoption of different forms and risks, while maintaining their relevance. Today, the radical attitude towards tolerance in Kazakhstan is an essential reality to be reckoned with.

Ya.N. Ospanova and N.V. Slyusarenko [5] investigated the development of tolerance in adolescence towards children with special needs. In modern general education schools, the process of forming tolerance attitudes was introduced not only for students but also for teachers or other participants in the learning process, which motivates other educational institutions to consider such an idea. Thus, tolerant education is laid first in the family, then at school, at university, and is a complex process. It is also worth considering the study by A. Alymbekova [6], who describes the value of instilling a sense of tolerance in students, arguing that it is necessary to educate young people based on the experience of educating the future generation, as well as on the basis of modern pedagogical methods of introducing tolerance. All this leads to the main goal of this study – the investigation of the problem of manifestation and instilling tolerance in the educational process.

Materials and Methods

A number of methods were used to investigate the topic of tolerance pedagogy in the educational process. The analysis was used to get acquainted with various factors of tolerance development in the modern young generation, and to study new and classical methods of instilling tolerance by teachers, including the level of pedagogical tolerance in the educational process. For example, the actions of teachers, including such components as methods of communication with students, explanation and awakening of interest in the phenomenon under study, their separate analysis. In addition, the analysis was used to examine international documents and principles, including the Declaration of the Principles of Tolerance: approved by the resolution of the UNESCO [1], Law of the Republic of Kazakhstan "On the Assembly of the People of Kazakhstan" dated October 20, 2008 No. 70-IV [7], which served as the basis for the creation of an integral system of legal, socio-economic, political, state and administrative measures aimed at strengthening the unity of the people, the development of democracy, dialogue of cultures and civilisations, Decree of the President of the Republic of Kazakhstan dated April 18, 2013 No. 552 "On approval of the Concept for the Development of the Assembly of the People of Kazakhstan (until 2020)" [8].

To understand the current processes of perception and development of tolerance as a phenomenon in the world, a statistical method was applied using data from international and other non-profit organisations. This revealed the overall picture of the development of tolerance among students and possible ways to resolve them in modern society. The synthesis allowed combining the obtained results into one system of the phenomenon of pedagogical tolerance. The purpose of the synthesis is to clarify and reunite all kinds of changes among teachers and students in the educational process, the impact of the results achieved in the development of tolerance in educational institutions on the thinking of students and students in society.

The generalisation was used to study and discover the properties, signs, and essential features of the concept of pedagogical tolerance, which contributed to the comparison of these elements. The comparison formed the basis for comparing the basic principles of the process of pedagogical approach to the development of tolerance among students, including its stages. The comparison took place in the context of examination and drawing parallels between individual cases, determining the criteria of the concept of pedagogical tolerance. In addition, based on the comparison, priority approaches were established for the implementation of aspects of tolerance pedagogy. The method of systematisation was necessary for the establishment of a unified system of the phenomenon of pedagogical tolerance to qualitatively understand the concept and consider all its key features. Ultimately, the method of formalisation played an important role in revealing the phenomenon of tolerance pedagogy.

Results

A review of the extensive scientific literature in the field of this study, among which the attention was drawn to the study by E. Langmann [9] showed that the term "tolerance" corresponds to the concept of tolerance. However, due to

the historical experience of the life of different peoples, this concept has acquired a different meaning in each individual society. The researcher argues that the concept of tolerance has been and will always be necessary as an important quality of personality for creating a democratic life, including in the field of education, which is also the key idea of this study.

In the educational environment, schools and higher educational institutions are considered as exactly the place where interpersonal tolerance can be developed at a sufficiently high level, starting from a young age, at the same time, teachers involved in the learning process will have the opportunity to study and develop a tolerant attitude towards each other among students. The value of the quality of tolerance is quite obvious in social conditions, and its necessity is also unambiguously clear, but in the field of philosophy of education, the question of tolerance is raised much less often. A synonym of "tolerance" is the concept of tolerance, which is a tolerant attitude to the opinion, self-expression, and values of another person. At the same time, it is very important for the teacher to correctly convey to students the moment of the contradiction of tolerance, which includes two reactions, which include an accepting and welcoming attitude towards others, or internal resistance to the position of a person, which is hidden behind respect and tolerance. Pedagogical tolerance is a sense of tolerance for other views, which gives a person confidence in openly expressing their positions and does not interfere with comparing other opinions, does not escape from the spiritual competition.

K.A. Dilnoza [10] describes the factors and problems in the issue of tolerance education among school students, while the main attention is paid to the pedagogical approach to the possibilities of forming tolerant behaviour in the younger generation. In addition, the paper presents an example of the development of tolerance in English classes. Foreign language lessons play an important role in the process of developing students' ideas about intercultural tolerance. Because in such lessons, students can not only gain a lot of knowledge about another culture, but also learn to be friendly to people, treat them with respect and show empathy. For a long time, the stage of instilling the concept of intercultural tolerance during English lessons was not given due attention. The process of forming students' worldview within the framework of moral norms has a special social and pedagogical significance. It is worth agreeing that the development of tolerance at the moment of educating students should be the main goal of every teacher, not only during foreign language classes, but also in all subjects. This is conditioned by the fact that most misunderstandings in society are the result of their lack of understanding of intercultural tolerance.

The development of intercultural tolerance among students of Kazakhstan remains relevant, because the country is multinational. The development of tolerance issues is an important element of ensuring stability and the development of cultural growth in society. It is also necessary to pay attention to the formation of intercultural tolerance of pupils of secondary schools and students of higher educational institutions. Pedagogical tolerance is a rather complex phenomenon that covers different areas of

human activity. Tolerance characterises the level of competence of any teacher. By showing tolerance to students and cultivating this quality in them in the future, it contributes to the fact that everyone can freely adhere to their own beliefs and allow others to do it. In the profession of a teacher, communication is the most significant aspect of successful and effective work. The teacher's communication with students is based on their interaction, which allows establishing psychological contact and sensibly organising the educational process. Therefore, it is so important to adhere to the principles of tolerance and mutual respect on both sides. Among other important aspects that affect the achievement of a tolerant attitude among students is the creation of a friendly atmosphere, showing attention to the interlocutor, avoiding excessive criticism, or vice versa, superiority, intelligible presentation of information and the desire to listen and try to accept the position of the interlocutor.

Since the study involved the investigation of the concept of tolerance from different scientific approaches, it was therefore determined that tolerance in pedagogy is tolerance for different views on lifestyle, beliefs, traditions, moods of strangers, underestimation of the predestination of people, nationalities, and certain circumstances. In political science, tolerance is respect for other values, expanding a positive position when communicating with other cultures, establishing the right relationships. The ability of a person to think freely and favourably treat a particular person or object, or to be ready for it, since views may be different, but they should not be decided in someone's favour. In psychology, tolerance is the setting of a liberal decision on the views and values, the behaviour of outsiders. To be open to them, and not to show aggression, even if these values do not depend on another person [11].

Based on the above, it can be concluded that the concept of tolerance is interpreted from absolutely different sides, its aspects were touched upon by representatives of various schools and movements of pedagogical thought. The study of the concept of tolerance is very important in modern pedagogy, for the development of students' personal qualities. At the same time, the conducted research confirms that tolerance has deep roots and cannot be assessed as a transient phenomenon of public life. Studying tolerance from this side, it can be argued that modern psychology is dominated by definitions of cultural tolerance as understanding it through respect, recognition by a group of other cultures with a positive view of their own, as aspirations for integration with foreign cultures. Therefore, tolerance is the goal of education, which is accompanied by the development of specific social attitudes, values, or qualities. Thus, tolerance is the inner spiritual state of a person. The more such tolerant individuals there are in society, the higher its stability. Personal tolerance is a product of life experience and social communication, continuous spiritual search. In this process, the socialisation of the individual is of great importance first of all [12].

In the Message to the people of Kazakhstan, Elbasy N.A. Nazarbayev [13] noted that this society is one in which the honour, dignity, and authority of everyone are respected, as well as high moral, ethical foundations and spiritual values are established. The Assembly of the

People of Kazakhstan has done much in this area, based on the Head of State's domestic and foreign policy programmes on inter-ethnic issues. In addition, there are currently not so many states that meet all the requirements of tolerance. The development of social stability and respect for representatives of various ideological trends and behaviours, cultures and nationalities, has become the most important condition for social and spiritual development. At the same time, an important step in achieving tolerance among society is considered to be getting rid of the system of totalitarianism, of subservience, as a result of which the problem will disappear. The population of the Republic of Kazakhstan, regardless of ethnicity, often positioned themselves as patient, showed a tolerant attitude towards other ethnic groups of the country.

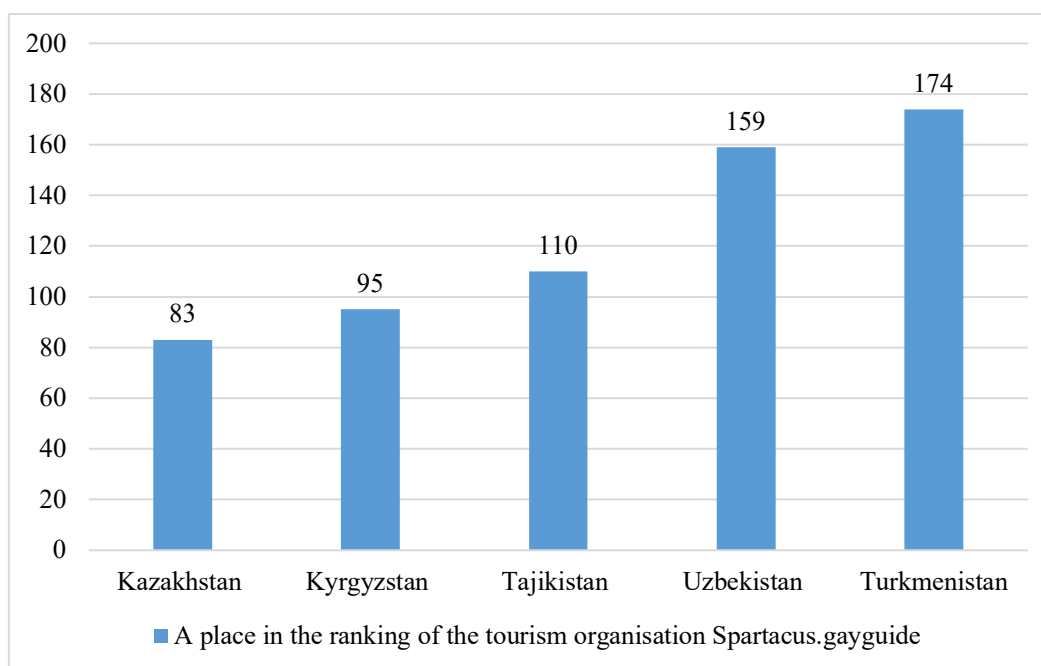
Currently, the problem of fostering interethnic cultural tolerance and its choice by young people as a guideline in the process of self-determination and personality development is being put forward. Interethnic cultural tolerance is, ultimately, the ability of the representatives of the nation to perceive the mutual vital ethnic component. At the same time, the problem of merging cultures, as well as their interaction with each other, is not excluded. To preserve the national image, at the same time to understand and accept the priorities of cultural tolerance of other nations and peoples. That is, ethnic tolerance means interethnic mutual respect and cooperation. Tolerance as an area of individual and social consciousness becomes a condition for harmonious social relations. In the field of education, where the ideological guidelines of society play an important role, tolerance is a socio-educational imperative. However, without education, it is impossible to develop ethnic tolerance among young people [14].

A scientific study of the features of the manifestation of tolerance of future teachers of different specialisations, conducted by B.A. Akhmedov [15], demonstrates that there was a tendency to a predominance of the average level of manifestation of tolerance of students of all specialties, including faculties of economic and psychological courses. The data obtained are predictable to a certain extent, since the survey participants are already actively involved in the relevant information and educational space at the stage of primary professionalization, which sets an important task of successful professional adaptation to develop the ability to tolerate and respect all kinds of differences (in characteristics, in approaches to future pupils). The author described about 3% of the respondents as highly tolerant and 1% – with low tolerance. The analysis of the results indicated that despite approximately the same average level of tolerance in both groups, students-social educators turned out to be more socially tolerant, that is, more tolerant of different social groups (minorities, criminals, mentally ill people). At the same time, students of the faculty of physics and Mathematics can be characterised as more tolerant in personal terms. The factor of the highest level of tolerance by the first group can be determined by the training and types of practices corresponding to the disciplines of this speciality, which prepare students to study the internal problems of different social groups and the experience gained in the line of psychology.

The purpose of the empirical study by M. Frania and F.L.D.S. Correia [16] was a comparison of the average

values of tolerance in boys and girls. It was determined that boys with an average of about 86 points were more tolerant at the research stage, and girls – 84. The authors note that against the background of prevailing moderate tolerance, both high and low tolerance indices were diagnosed in girls. All male participants in the study had an average level of tolerance index. Despite the prevailing moderate level of general tolerance, gender and age differences in various types of tolerance were manifested: boys had a higher average indicator of ethnic and personal tolerance, while girls had a more pronounced social tolerance. The data obtained indicate a higher empathy of young men at

the emotional level characteristic of male respondents compared to girls. At the moment, legislative acts on the issue of tolerance of the society of Kazakhstan are more focused on religious activity and religious trends. The general level of tolerance of the population of Kazakhstan in statistical materials (Figure 1) is also aimed at investigating the level of tolerance among representatives of sexual minorities. Thus, as of 2019, Kazakhstan is recognised as the most tolerant country in Central Asia in relation to members of the LGBT community, ranking 83rd [17].



The aim of the experiment conducted by A. Widodo et al. [18] was to test methods of educating pedagogical tolerance of future teachers. The essence was that various complex psychological and pedagogical disciplines, separate topics from philosophy and cultural studies for a special experimental group of students were introduced into the process of teaching students. The researchers claim that in order to develop students' manifestations of tolerant behaviour, it is necessary to use different methods and forms of educational work, which include round tables, brainstorming sessions. The special attention of the teachers was focused on the manifestation of reflexive, emotional and volitional, communicative, and organisational skills. An important role was played by the interaction of teachers with student groups, in which actions were monitored in the light of the ideas of tolerance pedagogy.

To obtain statistical data, a study of two groups of students was conducted. The statistical data obtained by the researchers demonstrate that the number of students in the experimental group who exceed the level of education of pedagogical tolerance includes a difference of 38.1%, while the indicator of the control group is on average only 66.2% [18]. Those students who had a satisfactory level of tolerance education were sufficiently reduced in the experimental group compared to the control group. The students who were part of the experimental group

demonstrated significant positive changes at the level of pedagogical tolerant behaviour than the students of the control educational group. This gives grounds to confirm the need to involve methods of instilling tolerance in the educational process. The essence of the concept of tolerance is clarified, which consists in a person's willingness to perceive surrounding personalities, including all their properties and qualities of character, to be in interaction with others based on mutual respect and consent.

Discussion

An important aspect of societal development is the level of the educational system, which is based on the implementation of a person's actual social needs, to achieve the prospect of an optimum economic, political, and social state. The essence of the study by R.S. Nagovitsyn et al. [19] was to consider education from the side of the fact that now it is becoming one of the most effective methods of forming social relations and norms of behaviour, including the development of tolerant thinking. In modern conditions, the role of education is significantly increasing, which includes a range of pedagogical conditions and means of developing tolerance. Such a number of conditions and means for creating a tolerant environment can be denoted by the concept of tolerance pedagogy.

It is worth agreeing that the initial important condition for the formation of a tolerant environment in a school or higher educational institution, in which everyone, regardless of ethnicity, is able to feel comfortable, safe and ready for open interaction with the environment [20-23]. A key role in creating such an environment should be fostered in any teaching team. It is very important to create a socially and psychologically favourable environment in any educational institution, which forms, in fact, a tolerant space. Qualities such as self-respect, respect for the feelings and positions of others, nationality, race, cultural values, choice of religion and more – everything is necessary to create a healthy interaction with the younger generation [24; 25]. The next aspect of the tolerant environment includes setting goals and methods of tolerance education and teacher training. The role of teachers is actually the most significant, since teachers are the creators of a favourable atmosphere among students and students [26]. The quality of interaction and productivity of communication with students depend on their skills and knowledge, qualities and potential, and their own inner world and consciousness. Among the main qualities of a teacher who is engaged in the education of tolerance among the younger generation is the ability to share values, views, and be democratic. The most significant quality of a teacher in working with a student team is his empathic attitude, and the ability to understand and feel [27; 28]. In addition to personal factors and professionally necessary qualities, the teacher is also required to have a special technology for interaction with a team of students or pupils. Here comes another pedagogical condition for the development of tolerant behaviour, namely the use of technologies focused on the development of the level of tolerance [29]. This kind of technology includes building a dialogue, discussion or cooperation.

Pedagogical tolerance is a professional quality for any specialist in the field of education. The professionalism of the teacher consists in the ability to establish dialogical relations in the educational process, which carry aspects of different levels of tolerant attitude [30-32]. This is determined by the set goal and the specifics of the teachers' activities, or by the variety of situations in the pedagogical educational process. The study of the concept of tolerance has shown that tolerance on the part of pedagogy as a phenomenon of professional tolerant behaviour can act not only as a characteristic of a teacher. The performance of pedagogical functions, including educational, organisational, informational, communicative, and controlling, give the right to consider pedagogical tolerance as a personal quality for a representative of any profession, sphere or area [33; 34]. In any of the areas, a specialist must possess not only the professional qualities and skills of their profession, but also knowledge of working with others. It is important to understand that success in fulfilling a professional duty is possible only when the surrounding people are heard, all their characteristics and desires are considered, and communication is established [35-37].

E.S. Tangirov [20] investigated the phenomenon of the concept of tolerance and confirmed that empathy, understanding, expression of goodwill and interest in another person, and emotional stability in situations with

others is a manifestation of tolerance. It is also necessary to agree with the statement that it is very important to have a sense of tolerance for constructive communication with other people. As a result of the analysis of approaches to the definition of tolerance and studying the different types of manifestations of tolerance, it can be concluded that pedagogical tolerance is a kind of professional tolerance, which is a real interdisciplinary phenomenon. This means not only a strong link to the teaching profession, but also to its core functions and tasks. The concept of pedagogical tolerance is defined in the same way as the professionally important quality that is expressed from the side of constructive interaction with others, which represent different cultures, views, principles, nations, and opinions that allow the use of pedagogical tools to solve professionally significant tasks, regardless of the scope of application [38-40].

M. Sufanti et al. [21] identify among the main conventional methods of moral education in pedagogy activities that are aimed at the development of self-awareness of the student. Different norms of ethics are considered as a basic part of the generally significant picture of the student's or student's world. At this point, the significant component of the ability to empathise and sympathise with other people is not sufficiently considered, which is the basis for the development of tolerance. After analysing the methodological scientific literature on the issue of pedagogical tolerance, it was revealed that there are not so many special programmes for the development of tolerance among students or pupils. Programmes for the development of tolerance at a young age should be oriented towards world culture, considering new social, political, and educational conditions, as well as at the moment of solving the problems of the development of tolerant attitudes.

J.G. Janmaat [22] considered the issue of the development of tolerance in students at the university as a pedagogical problem. The author was engaged in the development of criteria for pedagogical activity aimed at the development of tolerance among students. It is necessary to develop tolerance while considering own social status and the specifics of other traditions and cultures, but, most importantly, preparing people for all kinds of changes and features objectively prevailing in modern conditions. Educational programmes should promote mutual understanding and strengthen tolerant attitudes not only among individuals, but also between people of different age categories, between groups of people with different social, cultural views, and religious or ethnic affiliations. Having set such a goal, it is important to introduce relevant aspects of the study of tolerance into the curriculum at universities and schools. Tolerant education should definitely be aimed at resisting the influence that can cause a feeling of fear or alienation in relations to the environment [41; 42]. It may well contribute to the fact that among the younger generation, a skill will be formed to think independently, critically, and at the same time tolerant, which is also based on moral values. Students' attempts to understand the causes of various cultural values, habits and traditions, significantly contribute to the expansion of the worldview, and form an understanding of other cultural norms [43]. It is the process of interaction that is also complemented by interaction with

teachers and students of different generations and ages at which they are defined as equal.

A. Anggito and E. Sartono [23] describe the concept of tolerance as a value of a social and personal nature, as a person's understanding of the duty is restrained and friendly to all kinds of differences between people. It is important to respect the value of diversity in the environment, cultures, society, religion, and human relations. Noting the outstanding role of the teacher in the development of a tolerant attitude, the researcher notes that the teacher on the part of tolerance is obliged to avoid the extremes of nationalism and ethnocentrism, while purposefully promoting the development of tolerance among pupils, conflict-free, national identity, and respect for the cultures of other nations.

S. Winarni and R. Rutan [24] note that, for example, students of pedagogical universities, as future teachers, are called upon to convey the idea of a tolerant attitude towards new generations of Kazakhs, to foster both a sense of pride for their people and to acquaint them with the traditions and customs of other peoples living in Kazakhstan, and to form a respectful attitude towards them. They are given a really big responsibility for the proper upbringing of the young generation. The process of professional development of students of pedagogical universities is carried out more by the educational and educational environment of the educational institution. This contributes to the fact that the environment at universities should be organised on the basis of tolerant interaction of all participants in the educational process.

Society presents to the educational process the task of preparing students for the living conditions of a multinational environment, the development of communication skills and cooperation between people of different nationalities and religious views [44; 45]. The area under study contributes to the orientation of education to the versatile mastery of the cultures of different peoples by students, which is an important condition for integration into other cultures. Also important is the role of developing ideas about the diversity of cultures in Kazakhstan and the world, fostering a favourable attitude to cultural differences and rules, forming knowledge and skills of effective tolerant behaviour with representatives of other cultures, and, in particular, fostering tolerance and humane interethnic communication.

M. Yu et al. [25] suggest that the process of pedagogical tolerant education is the most crucial aspect of education. It has a strong connection with the accumulation of human experience in the matter of education or upbringing. It provides cognitive needs of educational activities, including the development, accumulation of knowledge and skills. The educational process is important for the development of an individual who is the true owner of sustainable values of cultures and nations, which are expressed in all kinds of intercultural dialogues in society or with representatives of other cultures. And, for example, M.D. Lazarus et al. [26] confirmed in their paper the importance of developing aspects of pedagogical tolerance by studying people's reactions to so-called stimuli and their willingness to perceive them, which, in turn, becomes critically important for the effective practice of graduates. This once again confirms the need to introduce both

practical and theoretical aspects of tolerance in all areas of education.

The development of a system of approaches to the development of tolerance in both teachers and students in the educational process provides for the direction of pedagogical tolerance to improve the level of general tolerant perception. In the methodological area, the development of aspects includes characteristic features, including the development of professional personal qualities of teachers of educational institutions, theoretical training and explanation of the principles of tolerant behaviour to students, the study of disciplines focused on the features of tolerance, and the introduction of pedagogical conditions for the possibility of tolerance development.

As a result of methodological and theoretical searches for the development of procedural aspects of the development of pedagogical tolerance in the conditions of education, a number of approaches have been identified:

1. Provision of opportunities for the development of conditions for the purpose of teacher training, increasing their competence in the issue of tolerance and effective communication with participants in the educational process.
2. Study of personal qualities and models of tolerance development, its principles.
3. Organisation of the educational process with the introduction of the theory and practice of tolerance, aimed at the development of students and students, the creation of an educational environment that meets the conditions for the development of pedagogical tolerance.
4. Practical activities of students aimed at demonstrating positive results of the level of tolerance (scientific, classroom activities, group work, brainstorming, trainings, participation in cultural life for the purpose of self-expression).
5. Evaluation of the results by observing the level of motivation of teachers and students, the level of development and dynamics of tolerance in relation to all participants in the educational process.

Based on social, cultural, psychological, and pedagogical research, tolerance is an active position of an individual that is expressed through a willingness to recognise, understand, consider and respect the diversity and uniqueness of the modern world in the interaction with society. The phenomenon of pedagogical tolerance can definitely be considered an interdisciplinary phenomenon, since this process is an object of study in various sciences and a professionally important quality of different representatives of spheres and areas.

Conclusions

Thus, the history of origin, the content character, the prerequisites for the development of the concept of tolerance become more accessible in the field of education. The concept of tolerance is widely used in social, political, legal, ideological, communicative, ethical, ideological, psychological, national-ethnic, gender, and pedagogical areas of life.

Summarising the above information, it is worth defining tolerance as a phenomenal process that reflects the nature of emotional and behavioural aspects and expresses a fairly active position in the process of mutual

understanding, regardless of culture, social affiliation, nation, religious beliefs, education, age, profession or the thinking of others. A tolerant attitude on the part of a teacher characterises the level of their competence. The initial aspect of a tolerant environment includes setting goals and methods of tolerance education, and teacher training. The next most important aspect of building tolerance is the development of students' tolerance for the attitudes of others. Other procedural elements in the issue of pedagogical tolerance should include the creation of a friendly atmosphere in the relationship between the teacher and the student, or between students, demonstrating attention to the interlocutor, avoiding excessive criticism, or vice versa, superiority, intelligible presentation of information and the desire to listen and try to accept the position of the interlocutor.

The specific feature of the concept of pedagogical tolerance is that it acts as a moral personal education and upbringing, which is based on values in relation to the interests, views and thoughts, habits and traditions of people in society, regardless of their values, races, nationalities, and religions. Pedagogical tolerance pursues the goal of recognising the rights of students and students of educational institutions, focusing on the establishment of healthy mutual understanding between students and

teachers, while completely eliminating coercion in the educational process. At the same time, the main moral qualities of teachers include a good attitude to the work of teachers and to students. At the stage of the development of tolerant behaviour, an important role is played by factors of influence, including the level of education, experience, way of communication, values of cultures, interests, characteristic qualities and temperament, type of behaviour and personal habits. Therefore, the educational process of tolerant attitude towards others among the younger generation is a rather complex and multifaceted process. Many studies conducted on this topic do not exclude or exhaust all aspects of its problems. A detailed and comprehensive investigation of the problem in the training of teachers in the education of tolerant interpersonal attitudes of students in different age categories, or the education of tolerance by students in themselves is a promising issue for further research.

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Conflict of Interest

None.

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Розробка процесуальних аспектів педагогіки толерантності з впровадженням у теорію та практику вищої та середньої освіти

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Анотація

Актуальність. Актуальність дослідження зумовлена тим, що питання дефіциту толерантності залишається невирішеним, багатогранність цієї проблеми стосується різноманіття конфліктів, зумовлених дефіцитом толерантної взаємодії в суспільстві, а також існує груба проблема нездатності виявляють толерантну поведінку, незважаючи на усвідомлення людьми необхідності формування таких стосунків, що значно ускладнює їх реалізацію на вищому рівні.

Мета. Основною метою дослідження є популяризація та актуалізація педагогіки толерантності в сучасному освітньому процесі та впровадження способів передачі толерантного мислення на етапах середньої та вищої освіти.

Методологія. При написанні роботи для дослідження поняття педагогічної толерантності та з'ясування змісту виховання педагогічної толерантності студентів навчальних закладів були використані методи синтезу, аналізу, порівняння, узагальнення, систематизації, формалізації, елементи статистичного методу.

Результати. Початковим етапом впровадження педагогічної толерантності є підготовка вчителя. Важливі аспекти розвитку толерантності учнів слід зосередити на налагодженні доброзичливої атмосфери між учасниками навчального процесу, приділяючи належну увагу позиціям співрозмовника. Відповідно до мети дослідження проаналізовано теоретичні основи концепції педагогіки толерантності та виявлено її особливості. У ході дослідження було визначено ключову роль, яку відіграє феномен толерантності в освітньому середовищі.

Висновки. Практична значущість дослідження впливає з того, що обґрунтовано практичні аспекти розкриття представленої проблеми для впровадження педагогічної толерантності у навчально-виховний процес. Викладені питання розвитку толерантності можуть бути застосовані в навчальному процесі вчителями, а на практиці – фахівцями.

Ключові слова: толерантність; навчальний процес; культура спілкування; гуманізм; явище.