



**TOLERANCE EDUCATION AS THE
CONDITION OF PRIMARY SCHOOL
TEACHERS` PROFESSIONAL
TRAINING: THE FRAMEWORK OF
MODERN APPROACHES**

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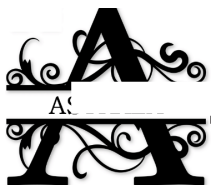
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ABSTRACT

Today, the issue of tolerance in society is extremely important for all countries of the world, and in particular for China. For some countries, its relevance is related to religious aspects, for others – to socio-ethnic, linguistic and other ones. China defines tolerance as an urgent need of modern Chinese society not only through internal processes, but also because of the intensification on the strategy “One Belt – One Road”. Scientists consider the preparation of future teachers for tolerance education as a process aimed at obtaining a complex of pedagogical, psychological, methodological and special knowledge necessary for the implementation of educational work in the indicated direction of education. These processes are to begin from the very first days of a child’s stay in primary school, therefore, special attention in the PR China is paid to preparing teachers of primary school and preschool institutions of all forms of ownership and organization for the education of tolerance.



Key words: PR China; professional education; teachers' training system; tolerance; competence approach; personality-oriented approach.

АНОТАЦІЯ

Виховання толерантності як умова професійної підготовки вчителів молодшої школи: сучасні підходи

Сьогодні питання толерантності в суспільстві є надзвичайно важливим для всіх країн світу, зокрема для Китаю. Для одних країн його актуальність пов'язана з релігійними аспектами, для інших – із соціально-етнічними, лінгвістичними та іншими. Китай визначає толерантність як нагальну потребу сучасного китайського суспільства не лише завдяки внутрішнім процесам, а й через посилення стратегії «Один пояс – один шлях». Вчені розглядають підготовку майбутніх учителів до виховання толерантності як процес, спрямований на отримання комплексу педагогічних, психологічних, методичних та спеціальних знань, необхідних для здійснення виховної роботи за вказаним напрямом виховання. Ці процеси повинні розпочинатися з перших днів перебування дитини в початковій школі, отже, особлива увага в КНР приділяється підготовці вчителів початкових класів та дошкільних закладів усіх форм власності та організації виховання толерантності.

Ключові слова: КНР; професійна освіта; система підготовки вчителів; толерантність; компетентнісний підхід; особистісно-орієнтований підхід.

INTRODUCTION

Today, in the conditions of rapid transformation of the education system, its adaptation to the modern requirements of society, the problem of preparing teachers for professional activity becomes extremely important. Of particular importance is the problem of high-quality training of primary school teachers in connection with the multifunctionality of their work, participation in development of education, science, production, and the spiritual life of society. Further improvement requires not only the formation of professional qualities of primary school teachers, but also their upbringing in the spirit of national and universal values combination, active citizenship position, pluralism and democracy (Vyshkivs'ka, 2014).

Education is the mean of broadening a person's horizons and attracts a person

to the world of culture, which is fundamentally pluralistic, complex and contradictory. A special place in the implementation of this approach belongs to intercultural education, which is a necessary condition not only for the development of a tolerant and respectful attitude towards other cultures and their representatives, but also for fostering a respectful attitude to their own culture, a sense of pride of their own country and its people (Zalyesova, 2015). Primary school teachers are called upon to lay the foundations for tolerant interaction of students with each other, between students and teachers, students and society, students and their family members, etc. Therefore, the preparation of primary school teachers both for their own tolerance and the formation of this feeling among students is one of the primary tasks of the modern system of professional training of teachers in the PR China.

LITERATURE REVIEW

Various aspects of the problem of tolerance, in particular understanding the essence of the phenomenon of “tolerance”, have been studied in scientific works of scum Ukrainian researchers as I. Bekh, O. Voloshin, O. Griva, O. Dovgoplova, O. Dokukina, K. Zhurba, V. Kremen, A. Molchanova , O. Polyakova, N. Yaksa, etc. as well as foreign scientists as J .Waterlot, J .Guillot, C. Détrie, D. Collin, C. Lauriol, G.W. Allport, P. Ricœur, P. Thierry, and others. Various aspects of tolerance education of primary school students were studied by L .Bernadska, O. Verbytsky, Y. Lysytsyna, O. Mulyar, V. Necherda, and others. Issues of education of humanistic values, features of formation of professional consciousness of a teacher, democratic approaches to the organization of educational process were covered in researches of G. Ball, A. Dukhnovych, V. an-Kalik, J. Comenius, A. Makarenko, V. Semichenko, V. Sukhomlinsky , E. Shiyanova and others.

In the context of scientific research, the work of scientists on reforming and developing pedagogical education (S. Honcharenko, I. Zyazyun, N. Nychkalo, L. Khomych, etc.) and training teachers to cultivate interethnic tolerance are valuable. According to the subject of the study, scientific researches on the education of moral values in primary school teachers-to-be are of particular importance (A. Wallon, H. L'heureux, F. Audigier, F. Augier, O. Matienko) and the development of the system of pedagogical training in European countries (M. Altet, J.-F. Condette, P. Langevin, A. Prost, V. Lashchikhina, T. Kharchenko).

AIM OF THE ARTICLE

The purpose of this article is to present Tolerance as one of the mandatory professional competencies of primary school teachers based on the study of specialized literature. This competence is defined as one of the dominant ones in the legislative field of China, which regulates education in the country in general. This position of the Chinese state is explained by the fact that being a multicultural, multi-religious and multinational state, Chinese educational system is to train future primary school teachers to respond adequately to the presence children with different social, cultural or ethnical background as well as to teach students to do so. The upbringing of tolerance in the nation as a whole is designated as one of the primary tasks of the Chinese state and the education sector as a conductor of the official ideology in the PRC in the first half of the 21st century.

METHODOLOGY

In the process of writing, the authors used methods and techniques typical for scientific research in the field of social pedagogy and theory of education:

- general scientific: analysis, synthesis, comparison and generalization of philosophical, psychological, pedagogical, culturological knowledge to define the concept of tolerance, identify the essence of leading concepts, systematise the views of foreign and domestic scientists on the problem of training future primary school teachers to foster tolerance among students, generalisation of experience on the research problem;
- interpretive and analytical method contributed to the study and analysis of scientific, educational and methodological literature, official regulatory documents in order to find out the state of preparation of future teachers for the education of tolerance in future primary school teachers;
- a prognostic method was used for determining the prospects for the creative use of pedagogically valuable ideas and experience in preparing future primary school teachers to foster tolerance among students in institutions of general secondary and higher pedagogical education in the PRChina.

As the research materials we used: European scientific developments (A.Griva, I.Zalesov, A.Matienko, A.Molchanova, A.Orlovskaya, T.Kharchenko, H. Wallon,

J.-F. Condette, G. Lheureux, P. Augier, G. Allport, A. de Peretti, A. Prost and others) scientists regarding the research problem; official documents and regulations (educational code of the PR China, laws, decrees, circulars, letters of the Ministry of Education of the PR China), statistical data of the National Institute of Statistics and Economic Research of the PR China, documents of the UN, UNESCO, the European Commission, and other international organizations; publications of theoretical and applied nature, devoted to the problems of preparing primary school teachers for the education of tolerance; curricula and professional training programs for teachers in higher education institutions of the PR China, teaching materials (textbooks on civic education, manuals on fostering tolerance); Internet resources (materials posted on the websites of educational centers, etc.).

RESULTS

The issue of tolerance education is multifaceted, so it is impossible to solve this problem, like many others, within a single approach. Only the integrated application of various modern approaches, among which there are also technological, value-oriented, synergetic, procedural and others, allows the most effective way to cultivate in students a sense of tolerance (Zalyesova, 2015). To teach future teachers the formation of values to universal values means to show a certain, interconnected coordinated set of these values, national and “local”, which create a system in which a person can actively act and develop (Lisitsina, 2012). The focus of future teacher training on interdisciplinary links, as well as the involvement of tolerance education in teacher training in various disciplines, makes it more effective and comprehensive, as any subject that contains humanistic experience can be used to instill tolerance in students.

DISCUSSION

The ability of different people to gain recognition in various fields is the basis for the formation of no longer competitive but tolerant attitude towards each other. Therefore, we can assume that only a person who is valued and recognized can be tolerant. Conversely, the inferiority complex opens the way to intolerance, because a person who lacks the qualities, achievements, for which he would deserve recognition,

has only one way to maintain self-esteem - the humiliation of others.

However, this attitude does not correspond to the normal civilized way of human existence, which is not in humiliation of others, but in personal growth. Given this, the education of tolerance is possible only under such psychological and pedagogical conditions that make humiliation and intolerance impossible (Musyka, 2007).

Today, in the regulatory and scientific literature the following types of tolerance are determined:

- gender, which manifests itself in an unbiased attitude towards the other sex;
- age, which consists in the manifestation of impartiality to the “shortcomings” of the personality associated with its age characteristics;
- educational - presupposes tolerance for the statements and behavior of people with a higher or low level of education;
- interethnic - manifests itself in the ability not to transfer the features of an individual representative of a certain nationality to the people around;
- racial - consists in the absence of manifestations of bias towards representatives of other races;
- religious - presupposes a respectful attitude to the dogmatic provisions of other confessions, to the religiosity of both believers and atheists, representatives of various confessions;
- geographical - turns out to be an impartial attitude of residents of large, capital cities to the population of small towns and rural areas and vice versa;
- interclass - implies tolerance for people with a different level of material wealth, for example, the rich towards the poor and vice versa;
- physiological - characterizes the attitude towards patients, people with disabilities;
- political - turns out to be in relation to the activities of parties, political associations, the views of their members;
- sexual orientation - impartiality towards persons who have a non-traditional sexual orientation;
- marginal - characterizes the attitude towards people with drug or alcohol addiction, prisoners, beggars (Musyka, 2007; Van Driel& etc., 2006)

In the modern multicultural world, tolerance education is a rather difficult and complex task that requires significant efforts in various areas of human society, such as: economy, education, science and culture, society. Taking into account the leading role of the education system in fostering tolerance, a prerequisite for the implementation of such activities is the appropriate training of specialists (especially

primary school teachers who work with children at primary stages at the initial stages) who would help the young generation in the process of their cultural self-identification and self-realization. (Hryva, 2005). The result of a future primary school teacher for the formation of students' tolerance preparing is the competence of a specialist. This concept can be viewed as a given requirement, the standard of training in a specialized institution of higher education (Zalyesova, 2015).

- The *competence-based approach* is recognized by modern science as the one that best suits today's complex socio-economic and cultural conditions (Direction générale de ..., 2002). European educators see competence as "a general ability based on knowledge, experience, values, personal attitudes, which were obtained during the educational activities" (Key competencies ..., 1996). The French researcher P.Perrenoud believes that competence is "the ability of a person to act effectively in certain situations, which is based primarily on knowledge, but not limits to it" (Perrenoud, 1997).
- Tolerance as a respect and non-hostile attitude towards other cultures proves the rationality of using a *culturological* approach to training future primary school teachers to foster tolerance among students. The culturological approach in education is realized through its connection with culture as a sphere of social realization of the society. Thanks to this approach, the integration of assimilated knowledge is ensured through the disclosure of their connection with socio-cultural phenomena and processes, mastering the methods and techniques of culturological cognition, due to which socio-cultural knowledge can be applied in life situations. This approach allows us to see the problem of tolerance education broadly. It is culture that has the greatest resources for fostering tolerance. Art as a special means of communication in society makes it possible, through experiences, to join someone else's experience, that is, to the experience of another person, culture or social group. Philosophy contributes to the development of critical thinking, allows you to identify the prerequisites of your own considerations and the considerations of the opponent, master the art of arguing and the ability to reach agreement by persuasion. (Hruniova, 2013).
- The *personality-oriented approach* in the preparation of primary school teachers for fostering tolerance sees the personality as a unique phenomenon, combines mental properties, character peculiarities, abilities, and is aimed at formation of fundamentally important qualities of a professional teacher that

contribute to his/her formation as a person (Gavrylova, 2015). This approach is based on the individual and creative development of the personality of a primary school teacher, the creation of appropriate conditions for her / his self-realization, provides the formation of a personal attitude to the acquisition of knowledge, which helps the future primary school teacher to transform his/her own personal achievements into further personality-oriented educational activities. This approach involves the recognition of the right of every person to freedom, self-determination, individuality and self-expression, recognition and fulfillment of their duties to themselves and others. At the same time, interaction is based on motivation, values, experience, “self-concept” of the partner (Orlovska, 2011).

- The *activity-based approach* assumes the realization of the personality of a primary school teacher in the course of practical activities. It is the basis for preparing future primary school teachers for practical activities to foster tolerance. The effectiveness of this approach is due to the interiorization of the knowledge gained (when it becomes part of the personality of the future teacher) and its exteriorization (when the teacher shares the knowledge that he has in the process of educational, educational, organizational activities). Attracting students-future primary school teachers to communicative, research, organizational, reflective activity is a necessary condition for their preparation for the education of tolerance in students. In this approach, the leading components are activity, consciousness and independence, and which is focused not on verbal impact, but on the activity of the child himself. An important component of this approach is to ensure the subjective freedom of choice of activity, namely, education is carried out through specially organized activities and communication of children (Zalyesova, 2015).
- The *multidisciplinary approach* in preparing future primary school teachers for tolerance education allows to combine methods, tools, research results, categories, concepts that belong to different branches of life. Interdisciplinarity as interpenetration and mutual enrichment of approaches and methods of different sciences (philosophy, history, anthropology, theology, pedagogy, psychology, sociology, etc.) gives a primary school teacher the ability to see, recognize, accept, which is not available within the framework of a single science (Krasovska, 2015).
- The use of a *problem-search approach* in preparing a primary school teacher for fostering tolerance helps teachers-to-be to solve non-standard scientific and educational problems and forms their ability to formulate a problem by themselves,

find ways to solve it, collect and analyze information, draw conclusions (Orlovska, 2011). This approach provides the opportunity for primary school teachers` creative participation in the process of assimilating new knowledge and a high degree of their motivation (Pavlenko, 2014). The use of the scientific method to solve real problems of fostering tolerance among students significantly increases the effectiveness of training primary school teachers as a special category of educators.

- Tolerance is also seen in the context of humanistic orientation of an individual. Along with such moral imperatives as benevolence, justice, respect, empathy, optimism, sociability, tolerance belongs to the structure of humanistic ideal. The *humanistic approach* presupposes the formation of value orientations and human interests among primary school teachers in order to develop a spiritually rich personality who can resist manifestations of authoritarianism and cruelty (Orlovska, 2011).
- *Facilitative approach* provides that tolerance in its personal basis cannot be the result of external influences only, it is not so much formed as it develops, therefore the creation of appropriate conditions for its development helps in the formation of tolerance.
- *Axiological approach* directs the content, forms and methods of training future primary school teachers to foster tolerance towards the value orientations of the individual. Human values play an unquestioningly leading role in the formation of the human personality. A person who lives in society, has relationships with different people, is surrounded by a large number of natural phenomena, is a participant in various events. All this is of greater or lesser importance for her, and the real value for a person is what she values, what serves to satisfy his needs.

Being an interdisciplinary category, tolerance as a subject of study presupposes a combination of many approaches. And, in turn, as the goal of primary school teachers training it requires to take these approaches into account when forming an educational system for educators-to-be training system.

Considering the problem of educating a tolerant personality in a multicultural environment, researchers are also inclined to consider it a separate social technology. According to them, a tolerant person should be a bearer of specific characteristics focused on constructive interaction with other members of society. The formation of a tolerant personality occurs in the following areas:

- the formation of self-awareness - through the content of education, upbringing;

- education of feelings - using the mechanisms of empathy, ratio, sympathy;
- formation of behavioral models (Hryva, 2005)

Considering the problem of educating a tolerant personality (and a personality of a primary school teachers as well) in a multicultural environment, it can be considered a separate social technology. A tolerant person should be a bearer of specific characteristics focused on constructive interaction with other members of society. The formation of a tolerant personality occurs in the following areas:

- the formation of self-awareness (through the content of education and upbringing);
- education of feelings (using the mechanisms of empathy, participation, sympathy);
- the formation of tolerant behavioral models (Hryva, 2005).

The social institutions that, in a complex and interacting manner, educate a tolerant personality include:

- family;
- school and other educational and extracurricular institutions;
- peer environment, social services for youth;
- public;
- religious organizations;
- media;
- state and local government bodies (local and central)
- international organizations and foundations (Hryva, 2005).

Among the factors that influence the formation of a tolerant personality, scientists name the following:

- personal conditions (gender, age, ethnic and religious affiliation, health level, psychological characteristics)
- social conditions (family, kindergarten, school, social circle, peer environment, media, Internet);
- circumstances (crisis conditions, region features, state of the country's economy, conditions of globalization) (Hryva, 2005).

Scientists V. Van Driel, M. Darmody, J. Kerzil, who were invited by the European Commission to create recommendations on the tolerance education for children and youth of the European Union, see the tolerance education as an integral system, consisting of several levels:

- the state and its policies,
- education system,
- public organizations,

- community,
- family.

Each level has its own tasks and goals, algorithms and processes, agents and implementers. All in a complex, they create an integral system that influences the process of a personality formation at all stages and levels of its development and human life.

So, at the state level, the scientists mentioned recommend:

- avoid segregation and promote diversity in the ethnic and social origin of students at schools;
- provide a bilingual or multilingual model of education, provide opportunities for children of immigrants to learn their mother tongue, and prepare teachers for bilingual education;
- promote the diversity in the ethnic and social origin of teachers and an increase in the number of teachers from national and ethnic minorities, immigrant origin;
- ensure proper training of teachers for tolerance: to promote their acquisition of intercultural competences necessary to work with students belonging to ethnic, religious, linguistic, sexual minorities, people from a socially disadvantaged origin, students with special needs;
- create conditions for closer cooperation between schools and public organizations that have experience in fostering tolerance, involve communities to schools (especially primary school) activities;
- provide the society with accurate information as to immigration flows, the number of migrants and minorities in order to reduce students' false feelings of anxiety and threat;
- increase the number of studies and the collection of empirical data on the effectiveness of certain measures to combat intolerance in schools in Europe to analyze how and under what conditions these measures can be effective;
- encourage and reward school institutions and projects that successfully implement activities to promote tolerance and the development of intercultural competence of students (Van Driel, 2016).

Taking this into account, educational institutions were recommended:

- organize religious education taking into consideration human rights issues

in order to acquaint students with religions, beliefs, value systems;

- pay special attention to the socio-emotional development of children, the development of empathy using various types of activities, such as mentoring (tutoring) over other students, helping others, teaching and applying conflict resolution skills;
- involve interactive methods of participatory learning: project-based pedagogy, cooperative learning, service delivery training, peer-to-peer education, which are effective in fostering tolerance, respect and civic consciousness of students;
- apply the latest technologies to detect and prevent cases of bullying, inciting hatred both in class and on the Internet, social media;
- promote contact between groups, create conditions for intercultural communication. Primary school teachers and teachers-to-be should monitor what conditions lead to positive contacts between students of different origins and backgrounds, and learn to create such conditions;
- develop partnerships with students` families and local communities through extracurricular activities involving students themselves, their parents, as well as community, youth organizations;
- cooperate with public organizations that have successful experience in tolerance education and training teachers in issues related to tolerance. Such organizations can be involved in student tolerance education activities, training teachers and other educators in tolerance education, developing materials and resources, conducting campaigns within schools (e.g. anti-bullying campaigns in schools), organizing extracurricular activities, excursions, summer camps (Van Driel, 2016).

It is also worth mentioning the fact that modern scientists are considering various models of training future teachers (in particular, primary school teachers) to foster tolerance among students. However, they agree that the most productive one in this aspect is the model of social interaction. In this model, the following stages of tolerant interaction which should be mastered by future primary school teachers and pedagogical workers in general are distinguished:

- motivation to be interested in the cultures of other peoples and countries;
- concretization as to perception of the originality of elements of other cultures;
- assimilation and acceptance of universal human values, norms, rules of human life, as well as the legal framework based on the principles of interethnic tolerant interaction;
- building the ability to establish contacts with other ethnic environments;
- development of skills and abilities of tolerant interaction in a multiethnic environment (Dubaseniuk , 2007).

Thus, the important role of preparing future teachers (and among primary school students as a special category of pedagogical workers) for the development of tolerance becomes obvious. Such training, according to experts, should take into account various components, including preparation for bilingual or multilingual education, the acquisition of intercultural competence, teaching the basics of religions, creating the necessary conditions for intercultural communication, interaction with students' families, cooperation with public organizations, the usage of the latest information technologies, methods of interactive participatory pedagogy, etc.

Among the current educational trends, an important issue is the education strategy in the modern globalized, multicultural world, which should also take into account the creation of the necessary conditions for effective interethnic, intercultural, interfaith relations, as well as the formation of a tolerant personality (student, student, specialist) and the appropriate training of teachers, psychologists, social workers who work with a person who is in the process of formation, etc. (Hryva, 2005).

The key issue of the pedagogical education strategy as to formation of a primary school teacher`s professional competencies in the sphere of fostering tolerance, is what a primary school teacher should be able to foster tolerance in the modern multicultural world. Table 1 presents the basic requirements for such a specialist, consisting of relevant knowledge, skills and qualities.

Table 1

Basic requirements for fostering tolerance (for primary school teachers)

knowledge	skills	personal qualities
<ul style="list-style-type: none"> • history and cul-ture of the peoples of the world; • foundations of religions; • development trends of modern society (globalization, migration, economic, political conditions); • age, gender characteristics of students 	<ul style="list-style-type: none"> • communicate and interact with people • facilitate the adaptation of persons or groups who are representatives of other cultures, social levels, 	<ul style="list-style-type: none"> • tolerance (general and pedagogical); • ability to empathise; • social flexibility; • mobility of behavior; • ability to reflect; • humanistic orientation; • activity; • tact; • emotional self-regulation (emotional intelligence)

The scientific and methodological support for the preparing future primary school teachers for tolerant interaction, in particular: communicatively directed active learning, personality-oriented learning, taking into account the student's personal communicative experience, organizing independent cognitive activities, developing curricula and manuals, methodological instructional materials, and etc are also of great importance. (Dubaseniuk, 2003). The preparation of future primary school teachers for the upbringing of the quality mentioned in students is a complex task of the of forming the teachers' a personality system capable of professional activity in the modern multicultural world. The leading role in this system belongs to the social and pedagogical training of primary school teachers in higher education institutions.

CONCLUSIONS

Tolerance is not a purely pedagogical concept. This concept is closely related to such sciences as philosophy, psychology, political science, pharmacy, medicine, ethics, cultural studies, social studies and the like. The term "tolerance" is synonymous with the term "tolerance". The modern approach to the concept of "tolerance" is determined by the changes that have taken place in society as a whole and in a particular state over the past decades. These changes include the intensive

development of communication technologies; internal and external migration; globalization; processes occurring in the field of economics and finance; the creation of a multinational political identity etc. Tolerance education involves the purposeful organization of a positive (overcoming negative) experience of tolerance, the creation of a space for direct or indirect interaction with other people who may differ in views or behavior. The preparation of future primary school teachers for tolerance education can be considered as a process aimed at obtaining a complex of pedagogical, psychological, methodological and special knowledge necessary for the implementation of educational work in the indicated direction of education.

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