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Tolerance as an important aspect of the professional competence of future specialists

Толерантність як важливий аспект професійної компетентності майбутніх фахівців

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Abstract

The article outlines tolerance as an important aspect of the professional competence of future specialists. The purpose of the article is disclosed, which substantiates the foundations of the formation of tolerance in students of education as an important aspect of the professional competence of future specialists. The main positions of the formation of tolerance among education seekers are shown and the necessity of an important aspect of the professional competence of future competitive specialists is shown. The definition of tolerance in various aspects is proposed. In order to reveal the essence of professional tolerance, its functions, which are important in our research, are summarized. A typology of tolerance was carried out according to the social spheres of its existence. The article proposes and analyzes three types of orientation of professional tolerance of an individual: intertolerance (external type of tolerance); intratolerance (internal type of tolerance); balanced type of tolerance (clear combination of intratolerance

Анотація

У статті окреслено толерантність як важливий аспект професійної компетентності майбутніх фахівців. Розкрито мету статті, в якій обґрунтовано основи формування толерантності у здобувачів освіти як важливого аспекту професійної компетентності майбутніх спеціалістів. Показано основні позиції формування толерантності у здобувачів освіти та показано необхідність важливого аспекту професійної компетентності майбутніх конкурентоздатних фахівців. Запропоновано визначення толерантності у різних аспектах. Щоб розкрити сутність професійної толерантності, узагальнено її функції, важливі в нашому дослідженні. Проведено типологізацію толерантності за соціальними сферами її буття. У статті запропоновано і проаналізовано три типи спрямованості професійної толерантності особистості: інтертолерантність (зовнішній тип толерантності); інтра толерантність (внутрішній тип толерантності); збалансований тип толерантності (чітке поєднання

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and intolerance). In the article, the authors define various principles and components of professional tolerance. The criteria of a culturally tolerant personality are singled out. The principles and functions of professional tolerance are considered.

Keywords: tolerance, professional competence, future specialists, principles, functions, criteria of professional tolerance, competitiveness.

Introduction

Integration processes and a democratic approach, which are urgent today, show the need for a set of requirements for the quality of professional training and upbringing of competitive future specialists based on a new humanization of education. Ensuring tolerance among students in modern conditions is due to a high level of mobility, constant growth of intercultural ties, relations, and international contacts. One of the urgent problems in the conditions of the socio-cultural environment, which leads to the improvement of the quality of life in institutions of higher education, is the problem of education of tolerance to form a culture of interpersonal relations among students of education (Kozlova, 2019).

The problem of forming tolerant relationships in an individual, and the need to overcome discrimination in the world has an ancient historical basis. Many generations of well-known philosophers, pedagogues, and psychologists worked on the problem of the formation of personality tolerance, in particular, developed forms, methods, and techniques.

The beginning of the worldwide movement for the ideas of tolerance in 1995 was the justification by the United Nations of the "Declaration of Principles of Tolerance". Such an event became a well-known, significant stage in the consideration of tolerance as "respect, acceptance and correct understanding of the entire diversity of culture, forms of self-expression and manifestation (Zhuravel, 2008).

The purpose of the article is to substantiate the foundations of the formation of tolerance in education seekers as an important aspect of the professional competence of future specialists.

Literature Review

Modern science considers the problem of tolerance in philosophical, psychological,

intratolerance and intertolerance). У статті автори визначають різні принципи та складові професійної толерантності. Виокремлено критерії культурно-толерантної особистості. Розглянуто принципи та функції професійної толерантності.

Ключові слова: толерантність, професійна компетентність, майбутні фахівці, принципи, функції, критерії професійної толерантності, конкурентоздатність.

pedagogical and socio-cultural contexts. Various aspects of the problem of tolerance, in particular the understanding of the essence of the phenomenon "tolerance" and its special significance for the formation of the professionalism of the teacher's personality, have been investigated in the scientific works of many scientists.

I. Voloshchuk, A. & Vakulina (2020) considered the development of tolerance qualities of future specialists and showed ways to improve them in the professional training system for the formation of a competitive specialist. The problem of tolerance is considered from the point of view of professional significance and professional quality of the specialist, which is based on professional knowledge and professional abilities.

The theoretical content of the formation of tolerance of future specialists was carried out by G. Mukhina (2021). Problems of tolerance are grouped. The concept of tolerance is characterized as a psychological and pedagogical phenomenon, and based on the study of this concept in various sciences, a conclusion is made about the meaning and essence of the concept of tolerance. The definition of tolerance was also defined by T. Zhuravel (2008) in his work. The author defines tolerance in any civilized society as the moral basis of communication. Proves the popularization of tolerance not only as mutual understanding between individuals, but as personal interaction that reduces the level of conflicts and crimes. Proves the importance of the level of tolerance for the inmates of the colonies and notes that increasing the level of tolerance in human behavior contributes to the achievement of the goal of resocialization. The scientist substantiates the impact of the change in the negative behavior patterns of the inmates of the colonies, shows the change in their attitude towards society, moral restructuring, and the new

vision of the inmates of the colonies of their life prospects.

K. Khomenko, O. Khomenko, & Ya. Khizhnyia (2018) showed the importance of a doctor's tolerance for his professional competence. The formation of personal qualities of future doctors in the conditions of hostilities is substantiated and the abilities corresponding to the challenges of the time are determined.

I. Targonii (2020) conducted a study and substantiated the significance of the complex problem of tolerance of education seekers, showing the process of formation of tolerance of education seekers during professional training in pedagogical colleges and in extracurricular time. The author theoretically substantiated and experimentally verified the pedagogical conditions for the formation of tolerance of students of pedagogical colleges during professional training and in extracurricular hours.

The above-mentioned authors emphasized that tolerance is of primary importance in the work of a teacher, and it is precisely in this that, unfortunately, a rather significant lack of respect and tolerance is felt. The understanding of tolerance as respect and recognition of equality, rejection of domination and violence, recognition of the multidimensionality of human culture, norms, beliefs, refusal to reduce this diversity to uniformity or to the superiority of any one point of view should be the basis of a teacher's professional activity.

The author O. Bryukhovetska (2018), in turn, analyzed the process of formation of professional tolerance among the heads of educational institutions, made a theoretical generalization of this problem and presented its new solution, specified the content, presented the essence of the formation trends. of professional tolerance of heads of educational institutions, professionally important qualities of heads are grouped and the possible levels of formation of tolerance of heads of general educational institutions are determined, and the components of tolerance are highlighted: actual managerial tolerance, self-tolerance, tolerance to interaction. with subjects of the educational process.

A. Molchanova (2013) highlighted the direction of the specialist's professional activity, highlighted the essential signs of tolerance, revealed the substantive meaning, presented the types of the analyzed phenomenon, substantiated the value approaches to the education of

tolerance in students, considered cultural, psychological and communicative approaches to the specialist's tolerance, proposed the author's recommendations regarding the process of self-education of a future specialist, tolerant interaction with education seekers.

V. Lyapunova (2016) researched and analyzed the components of the professional training of specialists, singled out the main problems that affect the process of deepening the competence of specialists, and also devoted her research to the issue of the formation of tolerance in children. The scientist substantiated the psychological principles and presented the age-related possibilities regarding the level of children's assimilation of tolerant values, revealed the methodology of forming tolerance in children, analyzed the world experience of training teachers to form tolerance in children.

L. Kondrashova (2006) developed the criteria of a culturally tolerant personality, provided methodical advice on the formation of a personality as a unique personality, conducted a typology of tolerance according to spheres of socialization.

Analysis of the researchers' works revealed a number of problems that significantly reduce the level of tolerance. Among them, the following can be distinguished: inadequate attitude of many of them to each other; persistent need to discuss all the problems that concern them; inability to listen and lead a discussion; intolerance to the views of others, etc. Therefore, education workers have a difficult task to teach and educate young people along with the development of their own national culture, to educate them in the spirit of peace and respect for all peoples, to understand and appreciate the uniqueness of other cultures.

The analysis of modern scientific and pedagogical literature indicates the need for further study of the problems of tolerance of future specialists, since certain aspects of it remain incompletely covered, in particular: the peculiarities of the preparation of the future teacher for the education of tolerance in student youth and his readiness to create a tolerant educational environment; the influence of external and internal factors on the education of tolerance, etc. Under such conditions, the problem of tolerance of future specialists in educational institutions becomes especially urgent, and its solution requires changes in the domestic system of pedagogical education.

Methodology

To achieve the goal and implement the research objectives, a set of methods was used: theoretical - analysis and systematization of scientific literature on the research problem - to determine the object, subject, goal of the research, formulation of its tasks, clarification of the essence of the concepts "tolerance", "development of tolerance among students - future specialists"; synthesis, comparison, classification, generalization and systematization of theoretical and empirical data; empirical - diagnostic (interviews, testing, the method of unfinished sentences, solving life situations), indirect observation, to determine the levels of tolerance development in future specialists in the process of professional training.

The methodological basis of the research is the main laws of dialectics (transition of quantitative changes to qualitative new formations of the personality); the position of the theory of knowledge; the position of philosophical meaning about the relationship of special, general, singular; principles of the interconnection of phenomena and processes in science, the universe, the educational process; psychological and pedagogical theories of personally oriented, axiological, activity, system, competence, environmental, integrative, approaches; psychological and pedagogical theories of the development of education seekers and self-development of the individual during life; interrelationship of quantitative and qualitative parameters, processes and phenomena in the educational system of learning, acquisition of professional qualities of the individual, their systematic analysis and modeling; general didactic and specific principles of training highly qualified specialists.

Results and Discussion

For the comprehensive development of the individual as a unique integral structure, an important factor is the formation of a society that creates conditions for development in the process of active self-realization and improves creative potential in the system of interaction with other civil subjects. Great importance is attached to tolerance as the ability to interact with society, which manifests itself in the exchange of skills, information, abilities, activities, skills, and experience. Within the scope of his research, G. Mukhina (2021) considers "tolerance" as a meaningful characteristic of a developed personality, which is consciously carried out: in the settlement of emotional, and adverse factors,

in mental stability under stressful conditions, in the acceptance of different views, in manifestations of external influences, agreement of other people's opinions.

E. Koikova (2008) analyzes tolerance and reveals its essence in four aspects:

- 1) as a virtue of the individual, identified in the world with the art of living, acceptance of different ideas; which accepts the ability to obtain freedom and have one's rights, while not violating the freedom and rights of other people;
- 2) as the acquisition of an active life position, based on the recognition of another subject;
- 3) as an attitude towards a person who freely accepts another person as he is, with his multidimensionality and identity inherent in his culture, its norms and rules, respecting his personal point of view and position, understanding and accepting the traditions, values and culture of the representatives of a different religion or nationality;
- 4) as a quality of the personality, while considering the limitations of the personality or quality of the personality to be a stable property that can determine its activity, behavior, and thinking characteristics.

Analyzing tolerant qualities, we note that their development must organize the educational process in such a way that during its organization, mandatory elements include: the formation of behavioral and cognitive strategies of a humanistic orientation, communicative and tolerant attitudes, value-oriented personal formations, etc. Such a strategy makes it possible, when structuring the components of the personality, to show the ways of the harmonious development of a tolerant person, who can help build effective relationships with other people in the place of a competitive specialist, expand the boundaries of their understanding and world perception, and work on personal aspects of self-development and self-actualization (Voloshchuk & Vakulina, 2020).

Tolerance is the art of coexistence in the universe of different individuals and their ideas, with the ability to have their freedoms and rights, without violating the freedoms and rights of other individuals. Tolerance is based on the way of interaction, focused on determining the boundaries of self-identification, self-development, and self-knowledge, which promotes cooperation with people, the humanization of society, and those who differ in

language, beliefs, appearance, faith, or customs (Bartosh et al., 2021).

Let's find out what types of tolerance can be divided into according to the social spheres of its existence:

- 1) gender tolerance - the attitude of impartiality regarding a person's attitude towards representatives of the opposite sex, the inadmissibility of a priori attributing to another person the disadvantages of the opposite sex, the impossibility of giving preference to one gender over the other;
- 2) age tolerance – the impossibility of admitting a priori "flaws" of individuals that relate to the age censor, the combination of age tolerance with respect for persons of advanced (respectable) age, which is commendable in many cultures;
- 3) educational tolerance - observed in the household sphere, provided that the level of legal education of people is the main factor;
- 4) inter-ethnic tolerance - a positive attitude towards people of different nations, the ability not to apply negative actions and shortcomings of representatives of nationality to people who do not belong to this nationality, the ability to relate to any individual from the position of "presumption of national innocence";
- 5) racial tolerance – a positive attitude towards persons of a different race;
- 6) religious tolerance – a positive attitude towards religiosity, dogmas of any denominations from the standpoint of believers and unbelievers, persons from groups of different denominations;
- 7) geographical tolerance - the inadmissibility of disrespecting people living in provincial, small villages, towns, and other regions by people living in big cities or the capital;
- 8) cross-class tolerance – tolerant attitude towards people of different property strata – the positive attitude of the poor towards the rich and the rich towards the poor;
- 9) physiological tolerance – a tolerant attitude towards the disabled, the sick, persons with physical defects, the physically handicapped, etc.;
- 10) political tolerance – an unbiased attitude to the activities of various associations, parties, tolerance to the statements of party members, etc.;
- 11) sexually oriented tolerance – respect for individuals, regarding their choice of non-traditional sexual orientation;

- 12) marginal tolerance – impartial attitude towards drug addicts, beggars, prisoners, etc. (Bochkor, Dubrovskaya & Zaleska, 2014).

There are different approaches to the education of tolerance in students of higher education institutions, which are inseparable from the search for the mandatory settlement of intolerant tendencies during the communication of students who are not the same in terms of ethnic origin, racial principle, do not share worldview values that are different, but for I have different life goals (Kozlova, 2019).

It is the task and duty of every person throughout his life to constantly cultivate in himself the values of human dignity and respect for the human personality and inviolability. Tolerance is based on the formation of value orientations, taking into account the interests of the future highly qualified specialist. And the result should be the development of a spiritually rich person who will be able to resist inhumanity and technocracy (Khomenko, 2018).

One of the social institutions is education. It contributes to the formation of tolerance, provided that cooperation, dialogue, and mutual respect are used. Tolerance is considered from different positions. We justify these positions:

- 1) the dialectical essence is manifested in the form of empiricism and rationalism;
- 2) the moral and ethical basis is conscience, duty, pluralism, and non-violence;
- 3) tolerance manifests the optimal mechanism in interaction with society, manifests itself in the individual's desire to get along with other people, coordination of all possible motives, orientations, and attitudes, while not showing suppression of human dignity and violence;
- 4) with the help of cooperation, mutual understanding is realized, while clarification, and acceptance of all people in all their many aspects, dialogue is important;
- 5) tolerance is a form of socio-psychological adaptation and a human condition (Targonii, 2020).

Consider the professional tolerance of a subordinate and the head of an educational institution has three types of orientation:

- intolerance (the type of tolerance is external). This type of tolerance is aimed at the environment and learners of the educational process. This type of tolerance is characterized by: acceptance of others as

they are, excessive yielding to other people, rejection of one's own beliefs in favor of another person, change of goals and intentions of one's activities and living conditions, the ability to treat oneself too critically, to have self-doubt in the uniqueness of his personality and as a result, there is a decrease in the efficiency of the work of both his specialist and the organization in which he works, that is, the internal desire to externally comply with the norms of tolerant behavior about subordinates, colleagues, parents, the public;

- intratolerance (the type of tolerance is internal). This type of tolerance is aimed at the manager and his personality. This type of tolerance aims at self-respect, positive acceptance of one's personality, self-confidence and belief in one's abilities, attitude towards oneself as self-worth, personal independence, and attitude to the chosen profession for self-realization. Without a type of internal tolerance, the leader allows immersion in long-term reflection about his actions and himself. Therefore, such tolerance is the main prerequisite for the survival of the individual. This is a special system of attitudes, values, views, and motives, which is manifested in the desire of the boss to build relationships with himself with the help of a responsible and free choice;
- a harmonious combination of intratolerance and intertolerance (the type of tolerance is balanced). This type of tolerance is manifested in professional activity (in the active position of this activity) and is represented by a positive attitude both towards the surrounding reality and employees and towards oneself as an individual and a manager. The following positions are relevant in this regard:
 - striving for novelty and flexibility in personnel management, using one's original management techniques;
 - readiness for cooperation, dialogue, and positive interaction with persons of any social group while preserving one's own identity;
 - the ability to unconditionally and positively manifest all aspects of one's "I", to demonstrate a sense of one's competence and the ability to competently and tolerantly solve professional issues. Understanding the value of one's individuality of a manager or a subordinate as an individual and manager becomes the norm and is always supported (Fabian et al., 2022).

The professional tolerance of a subordinate or manager involves the willingness to accept other people as they are, but at the same time it is necessary to preserve individuality, one's values, respect, and to recognize the equality of each individual. All these positions inherent in tolerance should not be reduced to conformism, indifference, or limiting one's interests (Bryukhovetska, 2016).

Let's analyze the principles of professional tolerance:

- the inadmissibility of violence as an impossible means of attracting employees to the proposed idea, which must be turned into a result - implies mandatory voluntary choice, freedom of action, and belief. The idea of tolerance, in this case, can be a kind of reference point that provides commonality and makes employees like-minded. With this approach, one cannot condemn or blame those who have not yet had time to fully integrate into the team and are not able to work fully;
- without forcing others, the ability to force yourself. With this approach, no violence or coercion matters, but conscious, voluntary self-restraint. We proceed from this position because coercion and fear from the outside do not contribute to tolerance and restraint, although as a factor of education at a certain moment employees and the entire team are disciplined. Such an opportunity by example and behavior of employees to tolerance and this is necessary for employees and managers;
- strict observance of norms, laws, and traditions. An important factor in the development of the organization is the recognition of the legitimacy of the legitimate interests of others, obedience to the laws, and not to the whims that the manager comes up with;
- acceptance of another employee who differs in cultural, national, religious, and other characteristics. If the manager wants people to treat them tolerantly, he should treat his subordinates the same way, but without giving up his position and imposing it on his employees (Perveen et al., 2020).

To reveal the essence of professional tolerance, let's summarize its functions, which are important in our research:

- regulatory function - the essence of the analyzed function consists in the implementation of an adequate state about

- specific situations in management, to each individual, to professional activity, taking into account the relationship to one's behavior and employees in the performance of the professional activity. All these essential positions are possible only based on adequate self-esteem, which has always been, is and will be a regulator of behavior;
- motivational function - forms the strength and composition of the teacher's behavior, his motivation for professional activity, expands his horizons and, under the condition of managers, skillfully evaluates other points of view of employees and evaluates another vision of the problem and its solution, provides an opportunity to develop life experience;
 - evaluation and prognostic function - forms the ability of the individual to work constructively not only with the staff but also with the environment from the outside and in conditions that are constantly changing; show clarity of actions to build a strategy of behavior, taking into account the existing norms, possible consequences of the prosperity of management situations. With such a human position, it is necessary to be in the trend of constant demands from society, to expand contacts, dialogues, and activities;
 - adaptation function - can effectively counteract the negative factors of the professional environment, is aimed at preserving the adaptation potential, and allows the individual to apply an emotional, positive, constant, stable attitude to the object and subject of joint relations in their activities in the process of cooperation. The adaptation function is in constant connection with the positions that a person should demonstrate in the process of his professional activity: self-control, willpower, self-regulation, endurance;
 - developmental function - provides the ability for an active life position, for self-regulation, development, the autonomy of the individual, provides deeper motivation, contributes to the development of judgments based on moral values;
 - psychotherapeutic function - supports and develops the self-esteem of the individual, contributes to the reduction of a person's sensitivity to adverse factors, and is the main factor in normalizing the psychological atmosphere in a certain institution (support, an atmosphere of trust, recognition, respect);
 - integrative function - counteracts internal and external conflicts, which are threatening when preserving the workable atmosphere

of a certain team; ensures the stability of this team, and in further activities stimulates the further moral development of a person in a certain team and provides opportunities for self-determination to the professional during interaction and communication in the team (Bryukhovetska, 2016a; 2018).

The formation of intolerance or tolerance occurs during the evaluation of the object. With a positive assessment of the object, there is a positive attitude towards it, which leads to positive motivations regarding its position. The consequence of this is natural tolerance. If the evaluation is positive during evaluation, then we have positive intentions and attitudes toward the object. A positive assessment also includes an assessment of a person's behavior as a colleague, subordinate, or manager. Such a process is identity tolerance. If the assessment of the object is negative, then constructive tolerance appears, that is, there is an opportunity to benefit from those personality differences that appeared in the process of people's contact. If a person does not want to deal with the object due to a negative attitude towards the object, then this indicates the presence of adaptive tolerance, and this approach makes it possible to adapt to adverse factors (Stoykov, 2019).

The advantageous position of condescending tolerance is that what a person has a negative attitude toward does not affect him personally, otherwise he would not show tolerance. Permissive tolerance, in most cases, is formed during upbringing.

If a person receives a negative evaluation and if a negative motivation and attitude towards the object have developed, there is no cooperation, then intolerance arises. If there is an instruction for cooperation, even though the assessment is negative, problematic tolerance can be formed (Budnyk et al., 2022).

As the final result of the formation of human tolerance, there must be a culturally tolerant personality.

Let's note the criteria of a culturally tolerant personality:

- a person who respects ancestors and their cultural and ethical heritage;
- understands the ambiguity and multifacetedness of the educational environment;
- ready for adequate, unbiased evaluation, manifestation of empathy by subjects,

- perceives adequate judgments about themselves and other people;
- determined to respect, and positively interact with people of other cultures, adequately accept their traditions and views, etc.;
 - shows a tactful attitude toward the subjects of cooperation or communication, a respectful and benevolent attitude to the habits, traditions, beliefs, views, opinions, beliefs, and behavior of other people;
 - adheres to socially accepted norms of behavior in activities and communication, appearance, etc (Kondrashova, 2014).

Let's single out the most important criteria of a culturally tolerant personality (according to L. Kondrashova (2006). Such criteria are:

Cognitive criteria. They are characterized by the manifestation of the importance of understanding one person to another, the manifestation of humane feelings, and a benevolent attitude towards a colleague or interlocutor (expression of a personal attitude towards another person, benevolence, affection, friendliness, sympathy for a person, sympathy for the interlocutor, expression of joyful feelings from the success of a peer, whether an elderly person, the desire to please her); understanding showing respect for opinions, giving them importance, supporting ideas and values that are important to other people; respecting the equal rights of every individual (the right to play, the right to express one's opinion, etc.); confidence in the need to respect the opinion, culture, and traditions of the surrounding people;

Emotional and evaluative criteria. They provide an opportunity to speak when a person is ready to compare his actions with acceptable moral norms, taking into account interpersonal interaction and the ability to evaluate other people from the position of benevolence; the desire to assess the prediction of the consequences that may be due to any reason, to the ability to assess the state of a person and the further development of the situation, during which the emotion performs an anticipatory function and leads to the possibility of performing moral actions; the opportunity to evaluate one's actions and the actions of one's employees, comrades, or other people, relying at the same time on the norm of behavior in public places, etc.

Behavioral criteria. They focus on stable formulas in behavior, that is, on etiquette rules, using their independent use in situations of standardized speech communication (politely say goodbye, greet warmly, listen carefully, do not

interrupt the interlocutor, politely make a request, use words of gratitude, apologies during communication); the need for comfortable language interaction when working with subjects of communication, to maintain a friendly atmosphere during communication; to have an emotional and positive attitude to the actions of the community and to show cognitive interest and to comply with the norms of cultural behavior in transport, public places, in the theater; understand and accept someone else's way of thinking, feelings, ideas, thoughts or beliefs; to always be ready to cooperate with people, respond to the emotional state of people who differ in language, appearance, beliefs, etc.; the ability to tolerantly show interest in the opinions of other people, because every person has the right to his own opinion; in the process of realizing a valuable attitude towards the environment, treat other people loyally, give colleagues or friends, students of education freedom of choice, show selflessness; to positively direct one's actions towards partnership in behavior and communication; show kindness when communicating with peers; be ready for respectful, constructive interaction with people of different nationalities; be guided by the norms of benevolent behavior of people; show respect for representatives of other nationalities, be tolerant of their culture, language, etc.; show humane feelings in everyday life towards each other, etc.

Let's consider the components of a tolerant personality (according to V. Lyapunova (2016):

- motivational and value component – perception of the culture of tolerance as a value, formation of motivation;
- cognitive component – the presence of conscious knowledge about ways to react in different situations;
- emotional-volitional component – the manifestation of a positive attitude towards other people, self-control of the individual, human endurance, assessment, perception of one's actions and the actions of other people about a tolerant culture;
- behavioral component - tolerance is manifested in the restraint of criticism, relative to a different point of view; restrained reaction to troubles, conflict situations.

Today, great importance is attached to the researched question in the preparation of future teachers for the education of tolerance in education seekers. Education of a tolerant personality involves, first of all, familiarization

with the principles of tolerant pedagogical interaction and obtaining ideas about international tolerance, problems of tolerance, formation, and education of tolerance. Such training will be effective under the condition of ensuring the flexibility and multicultural focus of programs, and curricula of higher education institutions, as well as the use of the latest technologies in education, the mandatory integration of all educational courses, which are based on the following approaches: activity-based, competence-based, personally oriented, humanistic, comparative, cultural.

Tolerance is a global problem and education is the most effective way to its formation. Education contributes to the formation of students' thinking skills regardless of the situation, and critical thinking based on moral values.

Being a tolerant person means recognizing the possibility of a person differs in position, appearance, behavior, interests, and values and not belittling his individuality at the same time (Molchanova, 2013).

Conclusions

The foundations for developing tolerance in individuals, as a primary aspect of professional competence for future specialists across all levels, are established.

Various definitions of tolerance are provided, and a typology of tolerance is developed based on the social spheres in which it exists.

Three types of individual professional tolerance orientations are analyzed: external tolerance (intertolerance), internal tolerance (intratolerance), and balanced tolerance (a harmonious combination of intertolerance and intratolerance).

The principles, functions, and criteria for professional tolerance and a culturally tolerant personality are emphasized.

A study of the current state of future specialists' training reveals that their preparation for fostering tolerance among young people primarily involves familiarization with the fundamentals of tolerant pedagogical interaction and acquiring general knowledge about international tolerance, as well as certain aspects of tolerance-related issues, its development, and education.

The typology of tolerance based on the social spheres of its existence requires further exploration, which will be the focus of our ongoing research.

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