

**REPUBLIC OF AZERBAIJAN**

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**ABSTRACT**

of the dissertation for the degree of Doctor of Philosophy

**THE SYSTEM OF WORK ON THE FORMATION  
OF PEDAGOGICAL TOLERANCE IN STUDENTS**

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Applicant: **Leyla Fuad Babayeva**

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The work was performed at the Department of General Pedagogy of Ganja State University.

Scientific supervisor: Doctor of Pedagogical Sciences,  
Professor  
**Akif Nuragha Abbasov**

Official opponents: Doctor of Pedagogical Sciences,  
Professor  
**Humeyir Huseyn Ahmadov**

Doctor of Philosophy in Pedagogy,  
Associate Professor  
**Sevinc Tofiq Valiyeva**

Doctor of Philosophy in Pedagogy  
**Oktay Jilovkhan Samadov**

Dissertation Council FD 2.49 of the Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Khazar University.

Chairman of the  
Dissertation council: Doctor of Physical and Mathematical Sciences,  
Professor  
**Hamlet Abdulla Isayev**

Scientific secretary of the  
Dissertation council: Doctor of Pedagogical Sciences  
**Gulbaniz Vaqif Sultanova**

Chairman of the  
scientific seminar: Doctor of Pedagogical Sciences, Professor  
**Intigam Hilal Jabrayilov**



## GENERAL CHARACTERISTICS OF THE RESEARCH

**The Relevance of the Topic:** People of various ethnic backgrounds live together in peace and harmony in Azerbaijan. This environment of coexistence is the result of a long-standing tradition of multiculturalism and tolerance. In the modern era, the formation of pedagogical tolerance in future teachers has become an essential requirement.

The declaration of "Principles of Tolerance" by UNESCO (1995) defines tolerance not only as a moral duty but also as a political and legal requirement. According to this document, tolerance is the "respect, acceptance, and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human." Historically, our country has always been a tolerant nation from both national and religious perspectives. Both historical sources and foreign guests visiting our country at various times have confirmed that the Azerbaijani people are a tolerant nation. For instance, the prominent French writer Alexandre Dumas traveled through the territories of the Russian Empire (including the Caucasus) in late 1858 and early 1859. Upon returning to his homeland, he wrote the work "Adventures in the Caucasus" (*Voyage au Caucase*). A. Dumas also visited the Azerbaijani cities of Derbent, Guba, Shamakhi, Baku, and Nukha (Sheki), describing Azerbaijan as a tolerant country in his work. A. Dumas's conclusion was as follows: one cannot trust the words of Armenians and Persians, but it is possible to believe the words of the Tatars (Azerbaijanis).

In Latin, the word *tolerantia* means being patient, self-restrained, composed, persistent, and enduring. Tolerance implies a restrained and understanding attitude toward the actions, positions, forms of self-expression, opinions, feelings, behaviors, traditions, attitudes, lifestyles, and different worldviews of any individual without aggression, and ensures the peaceful coexistence of people with one another.

Since pedagogical tolerance is an integral part of tolerance and one of the professionally significant qualities of a teacher's

personality, it is possible to apply the aforementioned conclusions to it as well. Therefore, pedagogical tolerance incorporates the ability to accept, understand, and sympathize with another person (the teacher's colleagues, pupils, students, parents, etc.) and finds its expression in open and reliable communication with individuals encountered in daily interactions.

Alongside the concept of tolerance, the concept of "intolerant" also exists. The level of intolerance is characterized by demonstrating resentment, intolerance, impatience, and open hostility toward others by remaining isolated without considering their opinions and refusing to compromise.

The President of the Republic of Azerbaijan, Mr. Ilham Aliyev, highly values tolerance and multiculturalism. These are his words: "For us, multiculturalism is both a way of life and a policy pursued by our state. Azerbaijan plays a very important role on a global scale in promoting the ideas of multiculturalism."

Pedagogical tolerance expresses the ability to accept, understand, and sympathize with another person, and manifests itself in open and reliable communication with students and colleagues. Both in our republic and in foreign countries, dissertations encompassing the problem of forming both tolerance and pedagogical tolerance in learners have been defended, and scientific articles, books, and booklets have been written. In our republic, Prof. A.N. Abbasov has conducted research on tolerance in family relations; L.I. Aliyeva, H. Abbasova, Z. Bashirgizi, S. Akhundova, S. Bahadurgizi, S.N. Bayramly, P.B. Aliyev, R. Jafarli, Javid, A. Eyvazov, Z. Abbasov, R. Aslanova, E. Hajialiyev, S. Elmanoglu, and Sabuhi have written articles; and I.B. Amiraliyeva, Doctor of Philosophy in Pedagogy, has defended a dissertation related to the upbringing of tolerance in students. The articles and theses of A.F. Guliyeva pertain to the formation of pedagogical tolerance. Let us pay attention: "Actual Problems of Pedagogical Tolerance."

**Object and subject of the research.** The **object of the research** is the development of pedagogical tolerance in university students. The **subject of the research** is the process of forming pedagogical tolerance in students.

**Purpose and objectives of the research.** The **purpose of the research** is to determine the foundations of organizing the process of forming pedagogical tolerance in students. The **objectives** set for the research are as follows:

- \*to substantiate the teacher's tolerance as a pedagogical-psychological problem;

- \*to approach pedagogical tolerance as one of the essential types of tolerance and one of the important professional qualities of a teacher;

- \*to consider the "Rules of Ethical Conduct for Educators" as a means of forming pedagogical tolerance in students;

- \*to analyze the existing literature on the problem of forming pedagogical tolerance in learners;

- \*to demonstrate the role of pedagogical communication models in the establishment of pedagogical tolerance;

- \*to substantiate that the effective establishment of teacher-student relations is a significant condition for the emergence of pedagogical tolerance;

- \*to investigate the pedagogy of cooperation as an integral part of pedagogical tolerance;

- \*to clarify practical issues regarding the formation of pedagogical tolerance in students;

- \*to explore the possibilities and ways of forming pedagogical tolerance in students during the teaching process;

- \*to identify the possibilities and ways of forming a culture of pedagogical tolerance in students during extracurricular activities;

- \*to clarify the possibilities and ways of forming pedagogical tolerance in students during pedagogical internship;

- \*to create the necessary conceptual framework regarding the organization, conduct, and results of the experiment.

The following **research methods** were utilized in the work: theoretical analysis and synthesis, pedagogical observation, pedagogical interview, study of documents, mathematical-statistical methods, and pedagogical experiment.

### **Main provisions submitted for defense:**

1. The system of preparing university students for the formation of pedagogical tolerance should be approached as an integral part of the moral education of the individual.

2. The activity of a university teacher in the process of forming pedagogical tolerance consciousness, pedagogical tolerant thinking, and pedagogical tolerant behavior in students yields effective results only when this work is efficiently organized during lectures and seminars in the teaching process, as well as during extracurricular activities.

3. As an important professional and personal quality of a teacher, pedagogical tolerance is reflected in understanding, accepting, and acknowledging fellow colleagues, students, and other relevant persons, in sincerity for mutual activity, and in comparing one's own position with theirs.

### **Scientific novelty of the research:**

1. The theoretical and practical foundations of forming pedagogical tolerance in students have been clarified.

2. A system for the effective formation of pedagogical tolerance in students during the teaching process and extracurricular activities has been created.

3. The characteristics of pedagogical tolerance in the process of education and upbringing have been revealed.

### **Practical significance of the research:**

1. The system of work, main scientific ideas, and research results related to the problem reviewed in the dissertation will assist teachers, university administrators, representatives of public organizations, vice-rectors for educational affairs, and curators of academic groups in the high-level upbringing of pedagogical tolerance in students.

2. Methods, forms, and means of forming pedagogical tolerance in students have been identified.

3. It is possible to benefit from the research results in teaching courses on pedagogy, psychology, and pedagogical psychology.

4. The practical significance of the research is also determined by the fact that its results are directed toward the improvement of the vocational-pedagogical preparation of student youth.

### **Theoretical significance of the research:**

1. The essence, content, characteristics, criteria, and indicators of pedagogical tolerance have been determined.

2. The mechanisms and conditions for the proper formation of pedagogical tolerance in student youth have been clarified. A model of the process for forming pedagogical tolerance in students has been developed.

Thus, the scientific ideas put forward in the dissertation will enrich the theory of pedagogy with new ideas and enable the establishment of the work regarding the formation of such important professional and personal qualities as pedagogical tolerance in students on scientific foundations.

### **Approbation and application of the research results.**

Regarding the problem reviewed in the dissertation, 7 articles have been published in periodic scientific journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan (including one article abroad in a journal indexed in abstracting and indexing databases). The applicant has also delivered 5 reports at international and republic-level scientific conferences, and the abstracts of these reports (including one set of conference materials abroad) have been published.

**Name of the organization where the dissertation work was carried out.** The dissertation was carried out at the Department of General Pedagogy of Ganja State University.

## **MAIN CONTENT OF THE RESEARCH**

In the "**Introduction**" part of the dissertation, the relevance of the topic is substantiated, the object, subject, purpose, and objectives, scientific novelty, and theoretical and practical significance of the research are clarified, and the provisions submitted for defense are indicated.

The first chapter of the dissertation is titled "**The system of work on the formation of pedagogical tolerance in students.**" This chapter consists of 7 paragraphs. In the first paragraph of Chapter I, titled "*The teacher's tolerance as a pedagogical-psychological problem,*" the purpose facing pedagogical tolerance

has been defined as follows: pedagogical tolerance can be understood as the upbringing of students in the spirit of non-violence-based endurance, restraint, patience, persistence, cooperation, peacefulness, and respect for the rights and freedoms of other persons.

It is indicated that there are two aspects of pedagogical tolerance. The first is the teacher's demonstration of endurance, restraint, and patience toward schoolchildren who are emotionally behaviorally challenged and underperforming in their studies. Along with providing specialized knowledge and creating professional competence during lectures and seminars, the upbringing of pedagogical tolerance, which is an essential quality for a future teacher, has also remained in the center of attention. Intolerance has a very negative impact on the effectiveness of interpersonal relationships.

The second direction of pedagogical tolerance is the cultivation of tolerant behavior experience in students. Therefore, the primary focus in higher education in this regard is the high-level organization of tolerant relations with students from various peoples and nationalities. No distinction should be made toward ethnic minorities or representatives of other nations, and there is no discrimination regarding this issue in our republic.

It is also an important fact and a significant indicator that representatives of other nationalities living in our republic – Talysh, Tats, Udins, Kurds, Lezgin, Avars, Russians, and Jews – protected our lands together with Azerbaijanis when the Motherland was in danger.

A number of objectives stand before the cultivation of tolerant behavior. The first objective is related to the formation of tolerant consciousness, tolerant thinking, and tolerant reflection in students, and simultaneously to their self-education. The second objective consists of the formation of the tolerant behavior experience of student youth.

Success in the effective resolution of both matters discussed is reflected in the communication between the teacher and the student, and within the pedagogical process itself. Pedagogical tolerance implies a kind attitude and conduct toward the student, as well as accepting, understanding, and sympathizing with them. Pedagogical

tolerance finds its expression in open and confidential communication with students and colleagues.

To effectively form pedagogical tolerance in students, the fundamental principles of tolerance must be taken as a guide. These principles include:

- \*teachers and parents must be well-intentioned and patient in their relations with students;

- \*teacher-student relations must be correctly established, and pedagogical cooperation must be ensured;

- \*assessment should create opportunities for the development of students and assist in the acquisition of necessary knowledge and skills;

- \*the effectiveness of the teaching process is impossible without the establishment of favorable and positive communication. During this period, behavioral norms and rules are determined, and a positive attitude toward others and life is formed.

Future teachers must acquire the essential quality of pedagogical tolerance starting from the years they receive education in higher education institutions and colleges.

The second paragraph of Chapter I is titled "***Pedagogical tolerance as one of the essential types of tolerance and one of the important professional qualities of a teacher.***" Pedagogical tolerance turns the effective establishment of teacher-student (pupil) relations and pedagogical cooperation into a necessity. The teacher loves the student like their own child, does not discriminate between them, remains objective, principled, humane, and fair in their pedagogical activity, and relies on democratic principles. The student, in turn, loves their teacher, maintains their respect, and protects their authority.

Intolerance, on the other hand, is a negative quality. Intolerance in a teacher's attitude toward a student possesses several characteristics: selfishness, self-admiration, pretentiousness, holding oneself much higher than the student, intimidation tactics, the desire to subject the student to one's own will, sharp emotional outbursts (anger, hatred), irritability, and aggressiveness; threatening; allowing

discrimination, impatience, quick-temperedness, and recklessness in mutual relations with students.

A teacher possessing these qualities also creates intolerance, resentment, and lack of endurance in the student's attitude toward them. A teacher's rude behavior toward a student, incorrect assessment of their knowledge, lack of respect for their personality, and insulting them irritates the student. The student is no longer a child. They begin to disobey the teacher's instructions, come to seminars unprepared, avoid the teaching process, or start arriving late. They talk back to the teacher and respond to the teacher's insults with insults.

Approaches play an important role in the formation of pedagogical tolerance. The correct establishment of interpersonal relations significantly increases self-confidence, independence, initiative, and self-activity in the student. A negative approach, naturally, provokes a negative reaction. In such cases, coercion, pressure, and negative evaluation gain a dominant position in relationships. As a result, students are deprived of initiative, cognitive independence, and creative activity.

Regardless of any conflict situation that may arise, it requires pedagogical tolerance and patience from the teacher. A student may irritate the teacher or allow for inappropriate actions. The teacher must maintain self-control, avoid unnecessary outbursts of anger, not raise their voice, and refrain from using inappropriate words in their speech.

Every teacher, whether in general education, secondary vocational, or higher education, must be familiar with the *"Rules of Ethical Conduct for Educators"* approved by the decision No. KQ 07 dated May 15, 2024, of the Board of the Ministry of Science and Education of the Republic of Azerbaijan, and must demonstrate tolerance in mutual relations with students (pupils).

In conclusion, we can state that the issues reviewed in the paragraph would enable teacher-student cooperation and the effective establishment of teacher-student relations.

In the third paragraph of Chapter I, the *"Rules of Ethical Conduct for Educators"* is reviewed as a means of forming

pedagogical tolerance in students. The aforementioned "Rules" are divided into the following sections:

1. General provisions.
2. Principles of ethical conduct for educators.
3. Official conduct of educators.
4. Conduct of educators outside of official activity.
5. Ensuring compliance with the rules of ethical conduct.

While working with students toward the formation of pedagogical tolerance in higher education institutions, first, the teacher themselves must carefully read and comply with these "Rules"; secondly, they must ensure that the students become familiar with these rules.

Students must acquire the essential qualities, behavior, and conduct experience that determine the integrity of a teacher's personality. For this purpose, each teacher must be familiar with the characteristics that characterize the teacher's personality. In this field, the *"Rules of Ethical Conduct for Educators"* will provide them with close assistance.

Summarizing what has been said, we can reach the conclusion that the "Rules of Ethical Conduct for Educators" is an important tool in the emergence of tolerant consciousness and tolerant behavior in students, as well as in their acquisition of pedagogical tolerance, playing an educational, upbringing, and developmental role.

The fourth paragraph of Chapter I provides an *"Analysis of existing literature on the problem of forming pedagogical tolerance in learners."* Articles, books, booklets, and defended dissertations published both in the republic and abroad have remained in the center of attention. In the dissertation, the article titled "Tolerance in Family Relations" by Prof. A.N. Abbasov, which is included in the textbook "Family Pedagogy" and simultaneously published in the "Scientific Works" of the Institute of Education of the Republic of Azerbaijan (ARTI), is commented upon; subsequently, the dissertation work of I.B. Amiraliyeva on the topic of "Formation of tolerance in university students" is analyzed. I.B. Amiraliyeva clarified the purpose of the research in her dissertation as follows: "The purpose of the research is to study the nature and content of the

relations between the main factors affecting the development of the tolerance position of university students, to theoretically and methodologically substantiate the pedagogical conditions for the formation of tolerance, and to verify them through experiment."

I.B. Amiraliyeva has also expressed a position regarding pedagogical tolerance. Let us pay attention: "New pedagogical thinking imposes new requirements on the teacher. Among them, pedagogical tolerance occupies a unique place. Tolerance can be considered, on one hand, as a means to achieve educational and upbringing goals, and on the other hand, as one of the goals of the upbringing process. A necessary condition for the effectiveness of pedagogical activity consists of accepting the student exactly as they are. A tolerant teacher, who builds their behavior, conduct, and communication style based on their own special tactics in relation to the student, achieves great results."

It is possible to agree with the author's views. A review of the research, dissertations, books, and booklets conducted in our country shows that although tolerance and the problem of tolerance in family relations have been addressed to one degree or another, pedagogical tolerance has not been the object of specific research.

L.I. Aliyeva considers tolerance, including Azerbaijani tolerance, as our way of life; Z. Bashirgizi as one of the inseparable aspects of our mentality; E. Hajialiyeva as an example for the world; N. Bayramli as a model for other states; R. Jafarly as a guarantor of unity and peace in civil society; Cavid as a fundamental element of democracy; A. Eyvazov as the Azerbaijani model of religious tolerance being an example to the world; Z. Abbasov as the way of life of Azerbaijani society; and Z. Bashirgizi as one of the important issues of our mentality.

P.B. Aliyev expressed his position on the essence, content, and ways of implementing tolerance education; S. Elmanoglu shared his views with readers in newspaper pages. A. Sadigoghlu brought the Azerbaijani model of tolerance to the center of attention. R. Aslanova commented on the philosophical-historical and cultural foundations of the tradition of tolerance in Azerbaijan.

A number of studies have been conducted in foreign countries in the field of both tolerance and pedagogical tolerance. Let us pay attention: E.A. Ilinskaya, O.I. Panchenko, and O.I. Yudina researched the formation of tolerance in older preschool children; V.V. Bogdanova, E.V. Bryantseva, S.A. Gerasimov, O.A. Spitsina, and Kh.Kh. Tilova in primary school children; G.E. Kontrov in adolescents; G.M. Shelamova in vocational lyceum students; G.G. Maslova, O.V. Orlova, E.L. Pastukhova, A.A. Pogodina, and O.V. Tsirul in schoolchildren in general; L.M. Ivanova, O.A. Maslovets, I.V. Mirotvorskaya, and N.A. Valeyeva in senior students; N.V. Kukushkin, G.M. Shelamova, and I.I. Yepisheva in secondary vocational school students; and O.S. Baturina, O.V. Jelnovich, L.A. Filyanina, P.F. Komogorov, N.Y. Kudziyeva, N.O. Lipatova, M.A. Mannanova, S.R. Musifullin, V.A. Panina, O.S. Pavlova, M.A. Perepelitsina, E.V. Rybak, and S.N. Tolstikova investigated the issues of forming tolerance in university students.

N.O. Lipatova and M.A. Perepelitsina, on the other hand, selected pedagogical tolerance as their object of research. Some researchers have identified the possibilities of the teaching process in the upbringing of tolerance in learners. For example, N.A. Valeyeva and E.L. Pastukhova expressed their positions regarding the teaching of history in secondary schools, while T.A. Gushsha investigated the possibilities of the teaching process in general.

From the aforementioned, it is evident that there is a serious need for conducting specific research on the formation of pedagogical tolerance in future teachers in our republic.

The fifth paragraph of Chapter I is titled "***The role of pedagogical communication models in the establishment of pedagogical tolerance.***" Pedagogical communication refers to the teacher's professional communication with students both inside and outside the classroom, as well as with their parents, from the perspective of specific pedagogical and educational goals. Through pedagogical communication, necessary knowledge and information are conveyed, skills and habits are formed, and mutual understanding emerges. Communication signifies the mutual interaction between people, including teachers and learners.

Communication models play an exceptionally large role in the effective establishment of teacher-student relations. In pedagogical literature, several models of communication between teachers and students are addressed. Two forms of these models are brought to the center of attention: 1) Favorable communication models between teachers and students; 2) Negative communication models between teachers and students.

In the favorable communication model between teachers and students, the "*active mutual interaction model*" is of great importance. The characteristic of this model is that the teacher working in the higher education institution prefers to be in a dialogue with students, strives to create an effective moral-psychological climate in the classroom, ensures that learners are in a positive mood, and creates opportunities and conditions for their independence and initiatives.

It is possible to encounter a number of negative models of communication between teachers and students. In the dissertation, the following models are examined, and their essence and purpose are explained: the *dictator model*, the *differential attention model* ("*Locator*"), the *inflexible response model* ("*Robot*"), the *authoritarian model* ("*I myself*"), the *hyper-reflexive model* ("*Hamlet*"), and the *hypo-reflexive model* ("*Teterev*").

Every teacher must demonstrate tolerance in their activities and take the fundamental principles of tolerance into account. These principles include: the pedagogical staff of the higher school and the parents must be enduring, well-intentioned, patient, and polite toward students; teachers must approach them with uniform requirements; respect and demandingness must play an important role in relation to the youth; keeping the feelings and situations of students in the center of attention and taking them into account; assessment should serve to stimulate the student and enable them to acquire knowledge, as well as life and professional skills and habits; sincerity in the teacher's expression of their own feelings and thoughts, and the demonstration of their personal experiences; and the unconditional acceptance of each student as a personality.

It is evident from the aforementioned that the pedagogy of tolerance, including pedagogical tolerance, pedagogical endurance,

and pedagogical patience, imposes several requirements on the teacher's personality. These include approaching the individual as an intrinsic value, recognizing them as a unique value, belief in one's own capabilities, self-respect, maintaining one's own authority, self-acceptance, and the ability to change oneself when necessary.

The pedagogy of tolerance envisages a well-intentioned and benevolent attitude toward the pupil and the student. In the fifth paragraph of Chapter I, titled "*The effective establishment of teacher-student relations as a significant condition for the emergence of pedagogical tolerance,*" it is stated: Education in Azerbaijan is person-oriented. In other words, it is student-centered. Pedagogical endurance and cooperation between the teacher and the pupil are necessary conditions for the humanization and democratization of the educational institution. Naturally, this matter is based on the idea of personality. The main idea of the conducted research is to instill love and respect for the student.

The teacher must establish correct communication with students to spark interest in lectures, seminars, and the relevant subject. Every teacher realizes learning achievements primarily through communication. The student, who is the object of the teacher, is also a subject. Students also exert a great influence on the teacher, express their attitude toward their activity, and evaluate their work both among themselves and in front of others, including parents. The best way to evaluate a teacher's work is to learn the students' opinions. It is the student who gives the most accurate assessment of the teacher's activity and creates a clear idea of their knowledge, behavior, and methodology.

The teacher must know the students well, always adhere to pedagogical tact – politeness and refinement – and the rules of ethical conduct, stay enlightened, respect the honor and dignity of the student, behave politely with them, and especially establish teacher-pupil relations correctly.

For the formation of pedagogical tolerance, the teacher and the student must approach each other with respect and protect each other's authority. The teacher must be capable of controlling their own behavior and actions. They must acquire the ability to listen to

the student, understand them, and work together, remaining attentive and sensitive, while taking the current state and mood of the students into account.

Correctly established teacher-student relations increase interest in learning among the youth. When a teacher does not realize their responsibility or fails to understand the student, a conflict arises between them. Therefore, effective results are achieved when both parties (the teacher and the student) approach learning consciously.

The 7th paragraph of Chapter I is titled "*Pedagogy of cooperation as an integral part of pedagogical tolerance.*" In this paragraph, attention is directed toward the following issues: the pedagogy of cooperation provides exceptionally great assistance in the formation of a culture of tolerance among students, as well as in the emergence of pedagogical tolerance. Within the framework of the pedagogy of cooperation, upbringing is perceived not as an influence on students, but as a dialogue between the teacher and the student.

Cooperation in teacher-student relations finds its expression in a humane attitude toward the learners. A humane attitude implies an interest in their fate, faith in them, the ability to establish communication with them, the absence of coercion, positive stimulation, and endurance toward shortcomings.

A teacher's cooperation with students can be understood as a pedagogical principle, a pedagogical method, or an approach. Pedagogical cooperation is one of the extremely effective ways of achieving the set goals and improving school life and teacher-student (teacher-pupil) mutual relations.

The essence of the pedagogy of cooperation is that the teacher relies on students in the management of the teaching and upbringing process, considers them their assistants, takes their opinions, views, wishes, and suggestions into account in the organization of the pedagogical process, and respects their positions. In this process, the teacher strives for students to be closely involved in the learning process and to become full-fledged participants and organizers of the pedagogical process alongside the teachers.

A tolerant teacher achieves high results through special tactics in establishing their behavior, conduct, communication, and speech in relation to both male and female students.

Existing literature notes the following communication styles of pedagogical cooperation: 1) communication based on joint activity and creativity; 2) friendly communication based on friendship; 3) communication based on maintaining a certain distance or "curtain" with students; 4) imperious communication expressed in exerting pressure; 5) communication accompanied by mockery; 6) communication based on manipulation to achieve desires.

The main indicator in the pedagogy of cooperation is the achievement of successes. Currently, four directions with a decisive role in the teaching process come to the center of attention within the pedagogy of cooperation: 1) achieving the development of personality-specific traits through the educational environment of the higher school; 2) supporting and developing the student's natural and acquired abilities; 3) showing a humane attitude and an individual approach to the student as an important goal of personality development; 4) attainment of education and success in studies.

Our research indicates that teachers must take several conditions into account to establish more effective and favorable communication and relations with students, both within the teaching process – during lectures and seminars – and in extracurricular activities. These conditions include: 1) the teacher must be sensitive and attentive in their communication and relations, observing the state and mood of the student; 2) they must be able to manage their own actions and behavior in mutual relations and pay attention to their conduct and communication style; 3) the teacher must provide assistance when students encounter difficulties or underperform in their studies during mutual relations and communication; 4) the teacher's verbal and non-verbal communication must be meaningful; 5) every teacher should periodically review and analyze their mutual relations and communication styles with students and draw the necessary conclusions.

In general, teacher-student cooperation lies at the foundation of the humanization and democratization of higher education

institutions. The pedagogy of cooperation creates an upbringing concept that envisions placing the student's personality at the center of the pedagogical process, the formation of universal human values, and the development of the creative abilities and individuality of learners, while simultaneously considering the unity of individual and collective upbringing.

The styles of cooperation between teachers and students vary. The dissertation focuses on the following types of pedagogical cooperation styles and clarifies their essence:

1. **Autocratic cooperation.** "Auto" is a Latin word meaning "I" or "myself," and "kratos" means power or authority. Under autocratic cooperation, the teacher usually holds a dominant position in mutual relations with students.

2. **Authoritarian cooperation.** In this setting, the teacher also demonstrates a dominant position. The difference from autocratic cooperation is that the teacher allows students to express their thoughts and opinions, yet ultimately imposes their own judgment.

3. **Democratic cooperation** is considered the most correct and humane form of cooperation. In this type of cooperation, the teacher maintains a professional and business-like relationship with students. Among the fundamental ideas of the pedagogy of cooperation, learning without coercion, initiative, freedom of choice, the joint activity of teachers and students, teaching within the zone of proximal development, and the development of creative abilities and student self-respect attract particular attention.

It is also possible to become familiar with the principles of the pedagogy of cooperation in the dissertation. Based on the aforementioned, it can be concluded that the pedagogy of cooperation successfully fulfills its role as an integral part of pedagogical tolerance. Pedagogical cooperation ensures the correct establishment of teacher-student relations. The pedagogy of cooperation defines an upbringing concept that envisions placing the student's personality at the center of the pedagogical process, the formation of universal human values, the development of the creative abilities and individuality of learners, as well as the unity of individual and collective upbringing.

The second chapter of the dissertation, titled "**Practical issues of the work on forming pedagogical tolerance in students,**" consists of four paragraphs. In the first paragraph of the chapter ("*Possibilities and ways of forming pedagogical tolerance in students during the teaching process*"), first of all, programs and textbooks on the subjects of pedagogy, psychology, and pedagogical psychology of various higher education institutions were analyzed; subsequently, the possibilities and implementation methods of forming pedagogical tolerance in students during the teaching process were clarified. Various topics of these subjects possess the necessary potential for forming a culture of tolerance, including pedagogical tolerance, in students either directly or indirectly. However, for some reason, topics related to the formation of either the teacher's general tolerance or their pedagogical tolerance were not planned in the programs and textbooks of the discussed subjects.

Taking this into account, during the teaching of these subjects, the issues of the teacher's tolerance and pedagogical tolerance were addressed as appropriate while studying the following topics:

**\*In Pedagogy:** "The content of teacher activity," "Professional qualities necessary for a teacher," "Modern requirements for the teaching profession," and "The teacher as the main figure in the pedagogical process";

**\*In General Psychology:** "Interpersonal relations in a group," "Communication as a means of interaction," "Communication difficulties and ways to overcome them," "Perception and understanding of people by one another," "The role of communication and mutual relations in personality development," "Interpersonal conflict," "Management of the collective," "Dynamic characteristics of behavior," "Character traits," etc.;

**\*In Pedagogical Psychology:** "The psychological portrait of the teacher: reflections on the face of moral culture," "The socio-psychological portrait of the modern teacher," "Teacher leadership styles: autocratic, liberal, and democratic teachers," "In the lessons of a democratic teacher," "With the criteria of humanistic psychology: on sympathy, sincerity, and trust," "In the magic of teacher-pupil relations," "Lines of the teacher's portrait: with the colors of the

pupil's brush," "Demographic factors: some characteristics of teacher-pupil relations," "Psychopedagogical forecasts on the portraits of future teachers and pupils," "Pedagogical communication – when the word 'Pupil' is capitalized," etc.

By utilizing effective methods and tools, teachers not only equip students with necessary knowledge but also, by making use of the upbringing and educational potential of individual topics, ensuring interpersonal relations, teacher-student relations, and pedagogical cooperation, they simultaneously attend to the development of pedagogical tolerance in learners.

A higher education teacher can fulfill these duties by acquiring pedagogical tolerance themselves and possessing the ability to manage the classroom, the teaching process, and the students. The teacher must be tolerant themselves and adhere to the "**Rules of Ethical Conduct for Educators**" so that they can form tolerant consciousness, tolerant thinking, and tolerant reflection in students, and ultimately, tolerant behavior.

The following conclusion is drawn from what has been stated in the first paragraph of Chapter II of the dissertation: the research has once again demonstrated that the teaching process plays a unique and important role in the formation of pedagogical tolerance in students. From this perspective, it is expedient to benefit from the possibilities of the subjects of pedagogy, psychology, and pedagogical psychology.

The second paragraph of Chapter II is titled "*Possibilities and ways of forming pedagogical tolerance in students during extracurricular activities.*" It is indicated that alongside the teaching process, lectures, and seminar sessions, extracurricular activities also play a unique role in the formation of pedagogical tolerance in students. Since lectures and seminar sessions are conducted within a specific timeframe, it is sometimes impossible to dwell extensively on a particular issue. In this regard, the possibilities of extracurricular activities are extensive. There are no restrictions in terms of time, and there are numerous forms of organizing extracurricular work.

Through extracurricular activities, students' time becomes interesting and meaningful; at the same time, young people gain the

opportunity to realize themselves within the student collective. All of these help them feel a sense of satisfaction from the results of their activities. Students also acquire necessary practical experience. Extracurricular work creates conditions for students to develop their organizational abilities, independence, and creative activity.

From the perspective of implementing the problem reviewed in the dissertation, extracurricular work fulfills a dual task: 1) a particular type of extracurricular work is directly dedicated to the problem of pedagogical tolerance. For example: "The teacher's pedagogical tolerance" (discussion); "Is it absolutely necessary for a teacher to possess the quality of pedagogical tolerance?" (dispute); and "Intolerance: is it of any use?" (exchange of opinions around a round table), etc.

The extracurricular activity is dedicated to any other problem; however, as appropriate, the teacher's culture of tolerance, their pedagogical tolerance as a professional and personal quality, is brought to mind, and the participants' opinions are explored (indirect connection to the problem). For example: "Personal qualities of the teacher" (discussion); "Pedagogical mastery of the teacher" (conference); "The modern teacher: what should they be like?" (dispute); discussion of A.S. Makarenko's work "Pedagogical Poem," etc.

As a result of extracurricular activities, students prioritized the collective interest and welfare, became proactive, performed assigned tasks responsibly, and engaged in joint activity. At the same time, they respected one another and protected each other's authority.

To facilitate the formation of pedagogical tolerance, the dissertation brings pedagogical situations to the center of attention and tasks students with expressing their positions on them. From this perspective, A.S. Makarenko's work "Pedagogical Poem" was selected. There were certain moments in the pedagogical activity of the educator Makarenko that are simply unacceptable, as Makarenko himself admitted in "Pedagogical Poem." Students recall those incidents. Necessary information regarding this can be obtained from the dissertation.

Various forms of extracurricular work are utilized, such as conversations, discussions, disputes, thematic evenings,

competitions, student conferences, and viewings of theater and television performances, films, and exhibitions. During these events, the essence of the concepts of "tolerance," "pedagogical tolerance," and "intolerance" is clarified. It is emphasized that tolerance is a positive quality, while intolerance is a negative one. A teacher who cannot suppress their anger and rage when provoked becomes an object of reproach. Therefore, every teacher must possess such vital personal and professional qualities as pedagogical tolerance.

From what has been stated above, it is concluded that systematic, purposeful, and consistent extracurricular work assists students in acquiring pedagogical tolerance. From the perspective of forming pedagogical tolerance, extracurricular activities such as conversations and reports, exchanges of opinions around a round table, student conferences, pedagogical internships, disputes, and discussions are beneficial.

The 3rd paragraph of Chapter II is titled ***"Possibilities and ways of forming pedagogical tolerance in students during industrial (pedagogical) internship."*** This paragraph states: While studying at the pedagogical faculties of higher education institutions, students become familiar with theoretical issues related to pedagogical tolerance in lectures and seminars, listen to the teacher's exhortations and advice, and draw conclusions for themselves. In addition, during the pedagogical internship period, they enter the classroom, engage in communication with pupils, and, recalling what they have read and heard during mutual relations, strive to demonstrate pedagogical tolerance. Alongside teaching lessons, they conduct observations of pupils, prepare pedagogical-psychological characterizations, and carry out extracurricular activities with the pupils of the class to which they are assigned. Each of these stages turns the observation of pedagogical ethics requirements and the correct establishment of teacher-pupil relations into a necessity. To achieve this, intern students must demonstrate endurance, patience, restraint, and composure; in other words, they must be tolerant. Even in relation to intolerant schoolchildren, the intern student should not become unnecessarily irritated, shout at them, or allow for any rude behavior.

Before receiving a diploma and commencing teaching activities, the student undergoing pedagogical internship learns how to conduct lessons, establish mutual relations and effective communication styles with schoolchildren, and the rules for organizing extracurricular activities. The student recognizes the utility and beauty of their chosen profession and specialty, develops a love for children, and increases their interest in working with them. As a result, they become more confident when working as a teacher in the future, all of which creates a foundation for them to engage in effective pedagogical activity. Future teachers also begin to acquire practical professional skills during the period of pedagogical internship. Therefore, it is extremely essential for students to undergo pedagogical internship.

During the pedagogical internship, future teachers test their capabilities in organizing extracurricular activities with pupils, benefit from the forms, methods, and tools of non-instructional work, and acquire necessary skills and habits. It is possible to benefit from this opportunity to the maximum extent.

This requires professionalism and competence from the teacher, as well as from the intern students. To achieve results, pedagogical cooperation is absolutely necessary. Pedagogical cooperation turns the demonstration of pedagogical tolerance into a requirement for the school teachers where the internship is conducted, as well as for the faculty members and students of higher education institutions participating in the pedagogical internship.

The intern student must be creative in their activity. The intern students involved in the experiment also attended to the formation of such positive qualities as tolerance in pupils during their work with them.

An intern student who has acquired pedagogical tolerance feels inspired when they see that an activity related to one type of extracurricular work or another has resulted successfully and effectively. They feel great joy in seeing that they bring happiness to the pupils and that the pupils' leisure time is organized in a meaningful and significant way. It is impossible to understand and manage the pedagogical process without acquiring pedagogical knowledge and pedagogical tolerance.

During the organization of extracurricular activities, students must be capable of correctly establishing mutual relations with pupils of various classes. The intern students participating in the experiment set an example in terms of acquiring pedagogical tolerance.

A teacher possessing pedagogical mastery, theoretical and methodical preparation, and pedagogical tolerance easily finds answers to such questions and demonstrates successful activity. Students who are just entering the pedagogical field, as well as intolerant students, sometimes fail to overcome these difficulties.

Pupils differ from one another based on their individual and psychological characteristics. A concrete approach is required in relation to each schoolchild. Demonstrating intolerance is unacceptable. To achieve efficiency in the pedagogical process, conditions must also be taken into account.

During the pedagogical internship, significant conditions emerge for the development of the student's responsibility toward pedagogical activity, their creative attitude, moral confidence and conviction, and their internal orientation toward the teaching profession. Broad opportunities open up for the future teacher's self-education, self-upbringing, and favorable professional preparation.

It is evident from the aforementioned that a clear conception of the possibilities and ways of forming pedagogical tolerance in students during the pedagogical internship is accompanied by effective indicators.

In the fourth paragraph of Chapter II, formulated as *"Organization, conduct, and results of the experiment,"* the following issues are addressed: To determine the level of development of general tolerance and pedagogical tolerance in students, a three-stage pedagogical experiment (ascertaining, developmental, and verification) was carried out.

**The research hypothesis:** The successful formation of pedagogical tolerance in students is possible under the following conditions: 1) if the essence, structure, and content of pedagogical tolerance are correctly defined; 2) if a system for forming pedagogical tolerance in students is developed and successfully implemented; 3) if the means of forming pedagogical tolerance are

clearly conceptualized; 4) if the pedagogical conditions that assist in forming tolerance in students are effectively realized – then the pedagogical tolerance of future teachers will be understood as the ability to understand the pupil, to recognize and accept them as they are, and to see them as a bearer of other values, logic of thinking, and forms of behavior.

The pedagogical experiment was conducted between 2019 and 2025 at Ganja State University, Azerbaijan University of Languages, the Gazakh branch of Baku State University, Mingachevir State University, as well as in several general education schools, including Ganja city secondary schools No. 11 (named after Nizami Ganjavi), No. 13 (named after Sh.I. Khatai), and No. 18 (named after Nizami Aydin); Mingachevir city secondary school No. 5 (named after Ilgar Rustamov); and Baku city secondary school No. 162 (named after Etibar Aliyev).

The first, ascertaining stage of the experiment provided accurate information regarding the current situation in terms of the problem investigated in the dissertation. Both positive cases and deficiencies were identified. The results of the ascertaining stage made the transition to the developmental stage of the experiment possible.

Control and experimental groups were identified. A number of topics from the subjects of pedagogy, psychology, and pedagogical psychology were accepted as the primary materials for the experiment. It was deemed advisable that the teachers (both experimental and control), students, and groups participating in the experiment be of equivalent levels. There were also no fundamental differences in the teachers' years of professional experience. Organized, systematic, and purposeful work was conducted among the students of the groups involved in the experiment. We closely participated in the events with the experimental groups and provided assistance to the teachers whenever necessary. This assistance helped the experimental group students further develop their pedagogical tolerance and supported them in acquiring tolerant consciousness, tolerant thinking, tolerant reflection, and practical experience in tolerant behavior.

In the second stage of the experiment, the set tasks were as follows: to analyze the current state of mutual interaction; to form knowledge related to appropriate methods for resolving conflict situations; to develop experience in critical comparison regarding possible ways of resolving situations; to improve the skills of applying knowledge gained about civil rights in practice; and to develop self-control among student youth.

The fulfillment of the tasks of the third stage was realized based on the inclusion of male and female students in the processes of role-playing, social and psychological training (elements), discussions, and the analysis of concrete situations. Partnership relations were established among the students; an atmosphere of trust was created; the use of means that undermine the personality of others was rejected; and opportunities and conditions for subjective freedom were provided to students when choosing forms of interpersonal relations.

In the first, ascertaining stage of the experiment, we once again addressed the students from the experimental and control groups with the same questions we had previously posed.

**Table 2.4.1.**

**Indicators related to the formation of pedagogical tolerance  
in students**

№	Research Questions / Issues	Level		Level		Level	
		High Level (n)		Medium level (n)		Low level (n)	
		Exp.	Contr.	Exp.	Contr.	Exp.	Contr.
1	What does it mean to be tolerant?	43	32	31	33	11	19
2	Who can be called a tolerant person?	45	34	30	29	10	21
3	What does pedagogical tolerance mean?	48	37	26	34	9	13

**Table 2.4.1. continuation**

4	Why should a teacher master pedagogical tolerance?	46	35	27	33	12	16
5	What does it mean to be intolerant?	39	29	33	35	13	21
6	Can a teacher allow intolerance when angry?	37	33	38	32	10	19
7	What does interpersonal tolerance mean?	42	36	38	31	15	17
8	What should be understood by pedagogical tolerant thinking?	35	32	39	29	12	23
9	What is included in a tolerant consciousness?	31	27	37	31	17	26
10	What does tolerant mindset/reasoning mean?	37	26	30	33	18	25
11	What does pedagogical tolerant behavior encompass?	39	34	34	23	12	27
12	What are the criteria for pedagogical tolerance?	36	31	28	27	21	26

**Note:** 85 students from the experimental groups and 84 students from the control groups participated in the survey.

As seen from the table, systematic, purposeful, and regular work has created conditions for the students in the experimental

groups to achieve high results. The aforementioned demonstrates that our hypothesis has been confirmed. Pedagogical tolerance levels among the students in the experimental group have developed significantly.

A number of important **results** were obtained from the research. Some of them are as follows:

1. A review of the existing literature shows that the problem of forming tolerance in learners has been the object of specific research both in our Republic and in the CIS countries. These studies attract attention from several perspectives. First and foremost, it should be noted that these studies cover general education schools, as well as higher and secondary specialized schools. Furthermore, they encompass various age groups. In our Republic, Prof. A.N. Abbasov has conducted research incorporating the problem of tolerance in family relations. Additionally, Z. Abbasov, R. Aslanova, N. Bayramly, Z. Bashirgizi, Javid, A. Eyvazov, L. Aliyeva, R. Jafarli, S. Huseynov, Kh. Ismayilgizi, L. Mehrali, A. Mustafayeva, P. Aliyev, and others have written articles regarding the formation of tolerance in learners; meanwhile, I.B. Amiraliev defended a dissertation to obtain the scientific degree of Doctor of Philosophy in Pedagogy.

Only the articles and theses of A.F. Guliyeva ("Current problems of pedagogical tolerance") pertain specifically to the formation of pedagogical tolerance.

2. Due to the scarcity of research on the problem of forming pedagogical tolerance in students abroad, and the fact that this problem has not been an object of research in our Republic, its investigation by us has become a matter of urgency.

3. It has been determined that the tolerant position of a student assists in the development of their tolerant consciousness, thinking, and reflection, as well as the motivation of their tolerant behavior.

4. Familiarity with the *"Rules of Ethical Conduct for Educators"* is a vital means of forming pedagogical tolerance in students.

5. Pedagogical tolerance is an effective means of preventing and resolving conflicts arising in teacher-teacher, teacher-student, and teacher-parent mutual relations.

6. The teaching process, as well as extracurricular activities, possess extensive potential and play a major role in the formation of pedagogical tolerance in students.

7. Overall, the practical-experimental work confirmed the validity of the proposed hypothesis. Thus, the intended goal was achieved, and the research tasks were fulfilled.

The following proposals based on the research can be put forward:

1. Considering the urgency of the problem, it is advisable to continue research on pedagogical tolerance.

2. In order to ensure practical assistance to pedagogical collectives, it is expedient to publish teaching-methodological aids regarding pedagogical tolerance.

3. It is beneficial to include a subject titled "*Pedagogical Tolerance*" in the curricula of higher education institutions.

**The main content of the dissertation, the primary ideas put forward in the research, and the results obtained are reflected in the following published works of the author:**

1. "Rules of Ethical Conduct for Teachers" as a Means of Forming Pedagogical Tolerance in Students // – Ganja: ANAS Ganja Branch. Collection of News (Series of Pedagogical Sciences). – 2021, No. 1, – pp. 82–83.
2. Analysis of Existing Literature on the Problem of Forming Pedagogical Tolerance in Learners // – Baku: BSU. Actual Problems of Studying the Humanities. – 2022. No. 1, – pp. 130–135.
3. Pedagogical Tolerance as an Important Professional Quality of a Teacher // – Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan, – 2022, No. 1, – pp. 111–114.
4. Formation of Pedagogical Tolerance in Students During Internship (Pedagogical Practice) // – Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan, – 2022. No. 4, – pp. 57–64.
5. Effective Establishment of Teacher-Student Relations as an Important Condition for the Formation of Pedagogical

- Tolerance // – Bishkek: Science, New Technologies and Innovations of Kyrgyzstan. International Scientific-Theoretical Journal, – 2022. No. 6, – pp. 278–281.
6. Pedagogical Tolerance as an Important Condition for the Formation of the Future Teacher's Personality // Materials of the Republican Scientific Conference on "Development of Human Capital and Education" dedicated to the 99th anniversary of the birth of the national leader of the Azerbaijani people Heydar Aliyev. – Baku: BSU, – May 5-6, – 2022, – pp. 305-309.
  7. The Role of Pedagogical Communication Models in Establishing Pedagogical Tolerance // Materials of the Republican Scientific-Practical Conference on "State Standards of General Education and School Practice". – Nakhchivan: NTI, – May 20, – 2022, – pp. 151-152.
  8. Pedagogical Tolerance as One of the Most Important Types of Tolerance // Science and Enlightenment. Modern Problems of Science, Society, and Education (Collection of articles of the II International Scientific-Practical Conference). – Penza, – March 30, – 2022, – pp. 223-225.
  9. The Role of Extracurricular Activities in the Formation of Pedagogical Tolerance in Students within the Teacher Training System // Materials of the International Scientific Conference on "Actual Issues of Teacher Training at the Modern Stage: Successes and Challenges". – Nakhchivan, NTI, – December 15-16, – 2023, – pp. 181-182.
  10. Actual Problems of Work on Forming Pedagogical Tolerance in Students // – Kyiv: Ministry of Education and Science of Ukraine, National Academy of Pedagogical Sciences of Ukraine, State Higher Education Institution "University of Education Management". Bulletin of Postgraduate Education. Collection of Scientific Works. Series "Pedagogical Sciences", – 2023, Issue 26, – pp. 50-62.
  11. Actual Problems of Pedagogical Tolerance // – Baku: Scientific Works of the Institute of Education of the Republic of Azerbaijan, – 2025. No. 2, – pp. 57–64.

The defense of the dissertation will be held on 23<sup>rd</sup> of June 2026 at 16:00 at the meeting of the Dissertation Council FD 2.49 of the Supreme Attention Commission under the President of the Republic of Azerbaijan operating under the Khazar University.

Address: AZ1096, Baku, 41 Mahsaty Ganjavi Street, (Neftchilar Campus).

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