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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

POSSIBILITIES AND WAYS OF FORMING TOLERANCE IN YOUNG SCHOOL CHILDREN

Speciality: 5804.01 – General pedagogy, pedagogy
and history of education

Field of science: Pedagogy

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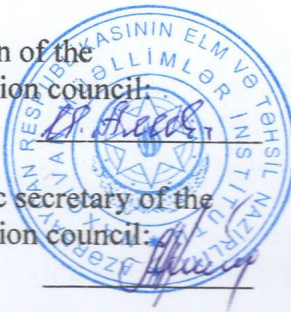
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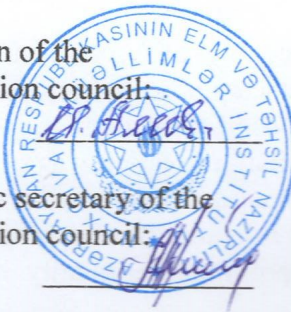
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GENERAL CHARACTERISTICS OF THE WORK

Relevance of the topic and degree of elaboration. Azerbaijan is one of the world's state which most multi-ethnic and minority nations, as well as ethnic groups (except for the treacherous Armenian nation), where ethnic groups live kindly together. Along with Azeri Turks, representatives of small ethnic peoples also live in the territory of the Republic of Azerbaijan. The people of Azerbaijan have a rich historical experience in the field of development and support of interethnic relations and multiculturalism. The President of the Republic of Azerbaijan, Mr. Ilham Aliyev, has repeatedly stated that Azerbaijan is a tolerant state, and all peoples live in peace and security in Azerbaijan. The congratulatory letter sent by the President to the conference held in Baku on November 16, 2007 on the occasion of the International Day of Tolerance states: *“The International Day of Tolerance established by the United Nations and the adopted "Declaration of Principles of Tolerance" sound in harmony with the historical traditions of our country and the current environment. The establishment of tolerance at the moral, political and legal level requires the implementation of programs of strategic importance in education, culture, and in various areas of social life in general.”*¹.

The "Education Law" of the Republic of Azerbaijan guarantees the right of a person to get an education regardless of his race, nationality, religious attitude, belief, or party affiliation. In 2001, the Concept of Modernization of Azerbaijani education was adopted, and it was shown that one of the most important tasks of education is the formation of civic responsibility and tolerance among schoolchildren as an important condition for improving the quality of general education.

To one degree or another, pedagogues, psychologists and philosophers in Azerbaijan, as well as many foreign countries, touched on the problem of tolerance upbringing, tolerance upbringing and education in their scientific publications and

¹ Congratulatory letter by Aliyev I.H. to the conference which held in Baku on the occasion of the International Day of Tolerance. November 16, 2007

dissertations:philosophers: R.T. Aslanov, P.P. Valitova, V. Jankelevich, V.M. Zolotukhin, J. Locke, A.P. Mchedlov, N.K. Perix, J.-J. Rousseau, V.A. Tishkov, L.N. Tolstoy, B. William and others. Pedagogical directions of solving the problem of tolerance research is dedicated; F.A. Rustemov, Z.I. Garalov, A.N. Abbasov, X.Q. Fataliyev, H.A. Alizade, S.A. Aliyeva, Y.K. Babansky, O.S. Bogdanova, N.V. Bordovskaya, Z.N. Varbanes, B.S. Gershunsky, N.I. Ilminsky, P.I. Kovalevsky, K.D. Ushinsky et al. A.Q. Absalyamova, E.G. Garunov, Z.T. Hasanov, I.A. Dadov, V.A. Kim, V.P. Komarov, I.K. Shkopu, Z.K. Schneckendorf, L.S. Yadrikhinskaya and others have studied the education of tolerance in the context of the formation of the culture of interethnic communication; technological issues of tolerance education were discussed by P.B. Aliyev, I.B. Amiraliyeva, Y.S. Karimov, Q.Q. Abdulkarimov, N.P. Edigova, V.A. Sitarov, I.Z. Skovorodkina, O.B. Scriabin, P.V. Stepanov, T.S. Tayurskaya et al.

A broad analysis of the literature showed that until now there is no concrete research work that reflects the theoretical-methodological and pedagogical issues of the formation of tolerance in primary education. The concept of the formation of tolerance in young schoolchildren, the technology of education has not been defined, there is no scientifically based system for education of tolerance in children of this age group.

Thus, what has been said is a reason to admit that our research is particularly relevant in modern times and to express the topic of the dissertation as "Possibilities and ways of forming tolerance in young schoolchildren".

The object of the research is – tolerance as a social and pedagogical phenomenon.

The subject of the research is – the possibilities and ways of developing tolerance in young schoolchildren.

The purpose of the research is – to determine and establish the possibilities and ways of forming tolerance in young schoolchildren, and the technology of its realization.

To achieve the set goal and confirm the developed hypothesis, the following **tasks** were developed:

- to learn conceptual approaches to solving the problem of tolerance and endurance in children in various fields of humanitarian knowledge;
- characterizing tolerance as one of the important characteristics of personality and defining the pedagogical essence of the concept of "tolerance";
- to justify the sensitivity of the young school age as a must-have personality trait for the education of tolerance;
- to develop the concept of tolerance education in children of primary school age;
- to define, characterize and apply the system of pedagogical tools that help education of tolerance in primary school students;
- to prepare a training program for primary school teachers on the education of tolerance in children based on the analysis of pedagogical theory and practice.

The following research methods were used to solve the set tasks: theoretical research methods (theoretical analysis of philosophical, psychological and pedagogical literature; analysis of the content of primary school subject curricula, concepts and programs for the education of schoolchildren; improvement of specialized special course programs; theoretical synthesis; synopsis; reference; compilation of bibliography); empirical methods (observation of the activities of teachers, primary school pupils and students, questionnaires, testing, pedagogical experiment, analysis of the results of the activities of young pupils and students); mathematical and statistical methods (registration, ranking, modeling).

Stages of research.

The first stage (2018-2019): theoretical analysis and understanding of the philosophical, psychological and pedagogical literature on the studied problem; development of experimental research methods, formulation of goals, hypotheses, research tasks and preliminary determination of ways of their implementation; analysis of the teaching-methodical complex of the first stage of general education (according to the subject curricula of I-IV classes) and the program for extracurricular education to determine the degree of use of pedagogical tools of tolerance education.

The second stage (2019-2020 years): justification of the pedagogical system of education of tolerance in young students; preparation of training methodology according to that system, conducting an educational experiment with the application of the system of pedagogical tools of tolerance education in pedagogical universities and the first level of general education.

The third stage (year 2021-2022): systematization, analysis, generalization and description of the results obtained in the primary class on the education of tolerance in children, the system of pedagogical tools for the education of tolerance in young schoolchildren; checking the statistical reliability of the studied characteristics; preparation of methodological recommendations on the use of pedagogical tools for education of tolerance in children by primary school teachers.

The following provisions are included in the defense:

1. The activity of the class teacher in the process of forming tolerant attitudes and tolerant position in young schoolchildren becomes effective when he is able to use educational opportunities both in the learning process and in extracurricular activities.

2. Tolerance is the process of formation and development of tolerant consciousness, tolerant thinking, tolerant behavioral experience, tolerant worldview, and personality traits of a young schoolchild. Being a personality quality, the tolerance of young schoolchildren is expressed in understanding, accepting and acknowledging others, in the sincerity of the interaction, in the desire and ability to understand other people, in reconciling one's own position with their position.

3. The model of the process of forming tolerance in young schoolchildren acts as a real mechanism of socialization and moral-practical activity of elementary school, its efficiency and meaningful implementation is ensured by the application of pedagogical technologies, programs, and interactive procedures.

4. Tolerance manifests itself as a personality quality, humanistic orientation, characterized by a value-based attitude towards others, expressed by recognition, acceptance and acknowledgment, understanding of representatives of other cultures.

The scientific novelty of the research consists of the following:

- from the definition of the pedagogical and psychological essence of the concept of "tolerance", from the explanation of the concepts of "tolerance education" and "pedagogical education tool of tolerance";
- analysis, classification and systematization of types of tolerance;
- from the justification that the junior school age is a sensitive period for the education of tolerance;
- preparation of an upbringing concept for the formation of tolerance in young pupils as a quality indicator of personality;-substantiation of the system of pedagogical means of tolerance education of young schoolchildren and determination of the conditions of application in the practice of elementary school teachers.

The theoretical importance of the research is that:

- the strategy and tactics of learning the problem of tolerance education in young schoolchildren were presented, and the analysis and systematization of the normative-legal basis of tolerance education was carried out both at the international and national level;
- the development stages of the problem of tolerance education in the history and theory of local and foreign pedagogy were analyzed;
- for the first time, an analysis of modern educational concepts, subject curricula of primary school subjects and programs for organizing educational activities in the context of education of tolerance of primary school students was provided;
- an original theoretical approach mechanism to the education of tolerance in young schoolchildren was developed and a theoretical model was proposed for the training of pedagogical personnel who can implement the education of tolerance in young schoolchildren;
- the criteria and indicators of the formation of tolerance in young schoolchildren and students are emphasized;
- criteria have been developed for the training of teachers on education of tolerance in small school-aged children.

Practical significance of research. In the implementation of a multi-component, staged experimental study on the education of

tolerance in young schoolchildren; in the preparation and implementation of the specialized special course (elective subject) program "Preparation of primary school teachers on education of tolerance in children" from the possibilities and ways of education of tolerance in children of small school age, and its means; In the preparation of guidelines for the training of primary school teachers regarding the education of tolerance in children; Writing training and methodical manuals for the general and additional education system in the preparation and improvement of education system employees (heads of educational institutions, primary school teachers, additional education teachers, teacher-organizers) and development of educational plans and programs; In practice, it is possible to use research materials in the preparation of lectures for parents of primary school students.

Research approval and implementation. The main provisions and results of the conducted research were reflected by the doctoral student in scientific works of Azerbaijan Slavic University, Ganja State University, Institute of Education, etc., scientific articles published in Moscow and other foreign places, and speeches at conferences.

Dissertation entry – 23018 marks; Chapter I – 91198 marks, Chapter II – 143135 marks, Conclusion – 8778, a total of 266129 marks.

THE MAIN CONTENT OF THE WORK

In the introductory part of the dissertation, the relevance of the topic is justified, the object, subject, goals and tasks, scientific innovation, theoretical and practical importance of the research are clarified, and the provisions put forward for defense are indicated.

The first chapter of the dissertation called "**Theoretical issues of tolerance education of young schoolchildren**" consists of 3 paragraphs. In the first paragraph of the chapter called "**Setting the problem of tolerance in the history and theory of humanitarian sciences**", the content of the concept of "tolerance" is determined,

the issue of limits of tolerance is set, and the setting of the problem of tolerance in pedagogical, philosophical, sociological and psychological literature is explained. In this part of the dissertation, it is shown that tolerance is one of the important qualities of personality, its structure and classification are given; – intolerance, which is the antipode of tolerance, and a whole description of its manifestations is mentioned; characteristics of tolerant and intolerant individuals are determined; the pedagogical essence of the studied phenomenon is revealed.

The concept of tolerance does not have the same meaning in different cultures, it depends on the historical experience of those peoples. So, tolerance in English – readiness and ability to accept a person or a thing without objection; in French – respect for the freedom, way of thinking, behavior, political and religious views of others; Arabic – forgiveness, reassurance, gentleness, mercy, grace, patience, inclination towards others. In the dictionary of the Russian language, it defines *"tolerance – the ability to treat other people's opinions, views, and behavior with patience, without hostility."*

In philosophy, *"tolerance" has two meanings: 1. Toleration of other views, manners, habits. In this sense, tolerance is important in relation to the characteristics of different peoples, nations, and religions; 2. The organism's ability to withstand the adverse effects of one or another environmental factor.*

Tolerance as a category of ethics – *"It is a moral quality expressing attitude to other interests, beliefs, religions, habits and behavior of other people.*

People have different (social, economic, national, religious) outlooks and interests, therefore tolerance should be the basis of their civil relations and the norm of joint life activities. This aspect also applies to Azerbaijan, which is a tolerant country, because Azerbaijan is also a multi-ethnic republic with a diverse population. There are up to 50 political parties in the country, so our republic is ideologically diverse.

The problem of tolerance – is the most complex and contradictory problem of modern times. If we look closely at the concept of "tolerance", it also gives the meaning of superficial

approach, neglect: something can be tolerated because it is not so important and safe. To fully agree with this approach to tolerance would be to ignore its individuality in comparison with ordinary neglect. We believe that tolerance requires an enthusiastic attitude towards the other, a desire to feel his feelings.

The Constitution of our Republic states that Azerbaijani citizens of different races and nationalities have equal rights, and its implementation ensures comprehensive development and rapprochement of all nations and peoples of the country. The duty of every citizen of the Republic of Azerbaijan is to respect the national dignity of other citizens, nationalities and peoples of the multinational Azerbaijan state.

Thus, tolerance currently includes tolerance towards representatives of other worldviews, political orientations, traditions and moral habits. Tolerance is an important and necessary part of an environment of effective cooperation between people.

Tolerance as a research topic in various fields of human science: pedagogy, psychology, philosophy, sociology, ethics, political science, etiology, cultural science, medicine includes several main meanings: the body's the ability to tolerate the negative impact of these or other factors (psychological, environmental, emotional); the body's ability to tolerate the negative effects of any substance, poison; if certain political forces are in power, they are ready to accept the presence of opposition representatives in their ranks; tolerance for other types of views, ideas, morals, feelings, habits, behavior, worldview, other people's way of life, beliefs related to the characteristics of peoples, nations, religions; the characteristic of culture, the way to civil consent, a necessary condition for observing the principle of freedom of speech; tolerance and love for other people's opinions, beliefs, behavior, and children; it means the absence of hatred and enmity between people of different nationalities.

In the second paragraph of the chapter called "**Pedagogical and psychological foundations of the formation of tolerance in young schoolchildren**", in order to determine the pedagogical and psychological foundations of the formation of tolerance in young schoolchildren, psychological, pedagogical and partially

philosophical, physiological, sociological literature were involved in the research. The problem has been considered in detail in many psychological, physiological and didactic studies in certain periods.

There is no uniform and accurate approach to the definition of the concepts of "tolerance" in psychological science. Thus, J. Alport defines tolerance as an important characteristic of a person in a democratic society, which includes self-knowledge, responsibility, sense of humor, autonomy and empathy. K. Rodgers, the founder of humanistic psychology, understands tolerance as "absence of arrogance".

Tolerance has not been sufficiently studied in Russian psychology either. Some explanations of the concepts of tolerance and endurance from the psychological context are provided by E.Y. brought to Klepsova. He defines tolerance as the basis of views, opinions, evaluations, beliefs, human behavior, etc. it is considered to be a characteristic of the personality that is activated when it does not match and manifests itself as a result of a decrease in sensitivity to an object due to the activation of patience mechanisms. He accepts that endurance is the attitude of views, opinions, evaluations, beliefs, people's behavior, etc. it is a character (a personality trait) that becomes actual in cases where it does not overlap, that is revealed as a result of an increase in sensitivity to the object due to the mechanisms of acceptance and patience.

In psychology, tolerance is studied as the most important component of human social maturity. A.A. Reana shows that in the construction of the general tolerance phenomenon, two types of it can be noted: sensual (based on the subjective part) and dispositional (planned) tolerance of the personality. According to him, "*sensual tolerance is figuratively insensitivity, a fortress, a wall.*" In dispositional tolerance, we are talking about a certain tendency of the individual to the environment, his readiness to show a "tolerant" reaction.

Tolerance is one of the important conditions for preventing or mitigating conflict situations between representatives of the same nation and the same religion, as well as in the process of inter-ethnic and inter-religious communication.

It is justified in the paragraph that tolerance is the ability to accept another's opinion as an existing reality, as the ability not to be

irritated, and not to feel humiliation, resentment, superiority in the process of interaction.

Many scientists were engaged in the study of tolerance as one of the important signs of personality: N.M. Kazimov, F.A. Rustamov, P.B. Aliyev, E.A. Mollayeva, A.N. Abbasov, I.B. Amiraliyeva, R.I. Aliyev, A.A. Absalyamova, A.Q. Asmolov, A.I. Galiskaya, N.I. Ilminsky, Y.Y. Klepsova, V.G. Maralov, M.S. Mirimanova, B.E. Reardon, V.A. Sitarov and others.

M.S. Mirimanova defines five basic principles of tolerance: refusal of violence; voluntariness of choice; the ability not to force others; obey the law; to accept the "other".

Tolerance is a rather abstract concept that is difficult to observe and measure using scientific methods. From this point of view, it is very important to determine the possible criteria (measurement criteria) of tolerance and its social indicators.

British researcher B.E. Rierdon identified the following signs of tolerance and their social manifestations, which correspond to the criteria of tolerance established by Russian researchers (G.U. Soldatova, L.A. Shaygerova, O.D. Sharova, etc.): characterized by the absence of racial, ethnic and social prohibitions language; public order based on the equality of all people; social relations based on mutual respect; democratic political processes; tolerant relations between majority and minority population and local population; social events, traditions involving the participation of every interested person in planning and implementation; the opportunity for each person to preserve their traditions and celebrate their holidays; freedom of religious beliefs, the opportunity to celebrate religious ceremonies; intergroup cooperation. We can say that the more these listed signs exist in the society, the more the corresponding society develops in an environment of peace, democracy and human rights.

Thus, it turns out that there are two ways of personality development: tolerant and intolerant. The intolerant way is characterized by an exceptional self-image, a desire to transfer responsibility to others, a constant sense of danger, a need for discipline, and a strong desire for power. The other way is the way of a free person who knows himself well and therefore accepts others.

A positive attitude towards others and a good attitude towards the environment is compatible with a good attitude towards oneself.

Psychologist-scientist R.I. Aliyev shows that among world ethnologists and ethnopsychologists, one of the most common meanings of tolerance is the attitude of indifference to ethnic differences. It is also often found among people with a high business and general cultural orientation.

It should be noted that in modern scientific literature there is no clear border between inter-national and inter-ethnic tolerance: both concepts are often used as synonyms. However, we believe that it is possible to differentiate the concepts of "ethnos" and "nation" according to their scope. In our opinion, inter-ethnic tolerance is tolerance towards representatives of other ethnic groups, and inter-national tolerance is tolerance towards another nation. According to educator scientist A.N. Abbasov, interethnic tolerance – "mentality is the nature of tolerance towards representatives of other national (ethnic) groups, taking into account the characteristic of self-expression"².

The "Azerbaijan Pedagogical Dictionary" states that tolerance is one of the most important professional qualities of a teacher, tolerance is based on the teacher's ability to fully assess the real situation on the one hand, and on the other hand, the ability to see a way out of the situation.

So, tolerance as a complex characteristic of personality, whose structure is endurance, patience, obedience, humility and endurance, is a system of tolerant relations of a person not only to the surrounding world, but also to himself. It has its own subject, address, subject, special criteria, indicators, as well as various forms and types.

Thus, the pedagogical essence of the concept of "tolerance" includes the following: tolerance, a complex quality that expresses a system of tolerant attitudes towards the environment (another ethnic group, nation, religion, position, other people's thoughts and behavior), a new formation of personality; a feature of the general culture of man, the way to civil consent, a necessary condition for observing the principle of freedom of speech; the principle of

² Abbasov, A.N. National morality and family ethics / A. Abbasov. – Baku: Mutarjim, – 2016, p.53

interaction between people based on restraint and love of man for man; the important professional quality of the teacher, based on the ability of the educator to adequately assess the real socio-pedagogical situation on the one hand, and to solve it positively on the other hand; the result of optimal pedagogical strategy and tactics, criteria of human socialization.

In the third paragraph of the chapter **called "Analysis of scientific-pedagogical and methodical literature from the point of view of the topic"**, it was determined that both Azerbaijani and foreign pedagogues and methodist scientists came relatively close to solving the problem, put forward valuable ideas and ideas that could help solve it, and put them into scientific-theoretical tried to justify it. Summarizing the analysis of these thoughts and ideas, the following conclusions can be drawn:

In the scientific-pedagogical opinion of Azerbaijan, tolerance is a valuable attitude of a person to his surroundings, which is expressed in the recognition and acceptance of an important human quality, and is closely related to his understanding of other cultures. Tolerance is characteristic of all people, it manifests itself as an inseparable property of personality, but there are variations in its expression. From this point of view, it can be said that tolerance is of different degrees (high, medium, low).

One of the foundations of the state policy in the field of education in the "Education Law of the Republic of Azerbaijan" is the priority of universal human values, citizenship education, respect for human rights and freedoms, protection of national cultures, regional cultural traditions and characteristics by the educational system in a multi-ethnic state. From the content of the law, it can be concluded that the educational policy of Azerbaijan, which reflects the national interests in the field of education and presents it to the world community, takes into account the great importance of the factors of sociability and tolerance, the transition to the information society, the scale of intercultural interaction, implies a significant expansion.

Cultivation of this personality trait, based on the regularities of the educational process and the specificity of tolerance, leads to a

different outlook, morality, and habit among pupils. Therefore, education of tolerant attitude towards the characteristics and representatives of other nations, nationalities, and religions should be considered as a purposeful, planned formation process. Education of tolerance is – "the purposeful organization of positive (overcoming negative) tolerance experience, that is, the creation of a space with direct or indirect interactions with others people with different views and behaviors, their communities, in other words – the coexistence of different things " .

Many other scientists of our time (F.A. Rustamov, H.A. Alizade, R.I. Aliyev, P.B. Aliyev, I.B. Amiraliyeva, A.G. Asmolov, A.N. Djurinski, G.D. Dmitriyev, I.Z. Skovorodkina, P.V. Stepanov and others) also emphasizes that the problem of forming tolerance in children is a particularly important problem today. It is clear from the works of these researchers that education of tolerance is possible at any age. I.B. Amiraliyeva rightly claims that "the formation of tolerance should start from the first grade".³

Indeed, the most complex and effective period of tolerance education is related to the child's junior school age, because at this age the general development process of personality, the process of formation of unique personality traits, his individuality becomes more intense; the ratio of nervous processes of excitation and inhibition, which is the basis for the formation of self-control, conscious regulation of behavior, changes (the processes of inhibition occupy an important place in children's activity); at this stage, in connection with the active formation of character, attitudes, stereotypes of behavior and thinking, and the worldview of the personality, the effective assimilation of the regional culture is carried out.

Thus, in modern pedagogy, the problem of education of tolerance in children remains relevant. Foreign and domestic researchers are looking for approaches to the formation of this quality that belongs to the child's personality. Education of tolerance can be considered as one of the directions of the educational process, and tolerance as an important component of an all-round harmoniously

³ Amiraliyeva, I.B. Formation of tolerance in high school students: monograph / I. Amiraliyeva. – Baku: Mutarjim, – 2016, p.55

developed personality. As a pedagogical process, the education of tolerance includes diagnostics, goals, approaches, conditions, principles, directions of action, concrete content, a system of pedagogical tools and criteria for the formation of tolerance.

Chapter II of the dissertation is entitled "**Pedagogical possibilities, ways and means of education of tolerance of young schoolchildren**". The chapter consists of four paragraphs. In the first paragraph of the chapter called "**Analysis of the programs and scientific theories on the education of tolerance of schoolchildren in terms of the studied problem**", the analysis of educational theories, teaching programs and extracurricular educational work programs showed that a unified pedagogical theory, there is no system of means pedagogical technologies, pedagogical methods for the education of tolerance of young schoolchildren. In the programs of educational subjects for primary schools, some conditions of education of tolerance in children are reflected: rules of speech, culture of behavior, formation of patience and restraint. If educational work theories create favorable conditions for expressing the tasks of tolerance education in elementary school students, educational work programs only create a certain practical basis for the technological structure of tolerance education components in children.

In modern conditions, the existence of a large number of subject programs compiled by various authors related to the modernization of the education system for primary schools is characteristic. In "Subject Curricula for Grades I-IV", the following can be attributed to issues related to tolerance: the ability to listen to what others are talking about, to understand it fully and consciously, and to express one's own observations; development of conversation rules, development of the ability to understand the interlocutor; enrichment of the child's moral-aesthetic education; revealing moral-aesthetic values and spiritual culture; developing the ability to conduct a dialogue with peers, listen and complete them, make a judgment and prove its correctness; formation of controlled speech; creation of restraint, perseverance; fostering compassion; formation of the ability to understand others; development of international

solidarity and mutual understanding; development of the ability to see and understand the beauty and ugliness in the surrounding world, to express one's inner emotional state harmoniously; to understand and develop the understanding of diversity in historical events, to form a sense of respect for the traditions and culture of the past; education of behavior culture.

Thus, in the context of the problem of upbringing tolerance in children, the examination of the programs of elementary classes on subjects and educational work, scientific concepts (theories) on educational work, on the education of tolerance of young schoolchildren, which includes a system of pedagogical tools for the formation of this quality of the child's personality that we are considering, it proves the importance of pedagogical technology, the development of a single program of teacher training on education of tolerance in children at the first level of general education. So, the possibilities and ways of education of tolerance in children of small school age mentioned above, the system of pedagogical tools, theory and technologies will be presented.

In the second paragraph of chapter II called "**Features of education of tolerance of young schoolchildren**", it is determined that the conditions of formation of education of tolerance in young school-aged children can be combined into four groups: social, psychological, pedagogical, personalized. The social conditions of education of tolerance in children relate to the level of socio-economic, political, cultural development of the state, the region; absence of national conflicts, military operations, non-participation in state conflicts. Psychological conditions include the characteristics of social groups: parties, associations, unions, ethnic age groups, community of compatriots, diaspora, school, family. Personalized (personal) conditions include specific subjects of the community, personality development, self-awareness. Pedagogical conditions, which are a special group of conditions, are the opportunities to educate the family (values, traditions, interests, and circle of communication in the relations between family members; the attitude of the family and its members in national situations; the attitude of the family towards religions); the openness of the educational system

of the school – "school for children", the creation of suitable psychological conditions in the school (mutual help in difficult situations, mutual understanding, caring attitude towards each other, the desire to work together, create communication); organizing a system of interesting, cognitive events; building optimistic pedagogical perspectives; organization of educational services; the existence of different schools; includes giving children an equal right to study in any educational institution (according to their wishes).

The principles of tolerance education include: public and state regulation of media, family, public organizations, educational and cultural institutions in education of the spirit of tolerance; consideration of children's age and individual characteristics in education; preservation and development of friendly relations between the small peoples who lived in Azerbaijan, and their unification in a federal state; to influence the development of national cultures and languages of small peoples who lived in Azerbaijan; peaceful resolution of inter-ethnic, religious and interpersonal conflicts; oppose the propaganda of racism, nationalism and religious conflict; to help ensure the legal equality of the country's small number of nationalities and peoples; ensuring equal rights and freedoms of people and citizens regardless of their nationality, race, language, attitude to religion, worldview; to support the creation of positive relations between the religious representatives and peoples of the country, to have a humane and respectful attitude towards people of different nationalities, races, religions, worldviews, their historical heritage, cultures and traditions; linking nationality, citizenship – patriotism and universality in education; directing education to cooperation and mutual understanding between people, peoples, races, ethnic and religious affiliations; to help the formation of national self-awareness in each new generation, to accept the values of other nations; to help prevent and peacefully settle inter-ethnic conflicts; to help the rapprochement of other peoples living in our republic and to learn the Azerbaijani language as a means of interethnic communication.

Thus, we presented the concept of education of tolerance in young schoolchildren, whose main goal is to develop a system of

tolerant personality and related issues; to use different approaches (personality-oriented, humanistic, communicative-dialogical, cultural, active, environment-friendly, systematic, axiological) for education of this quality in elementary school students; set of principles; direction of activity; system of pedagogical tools; criteria and indicators of tolerance formation, as well as diagnostics of tolerance formation are provided. The result of the successful implementation of this concept, in other words, the result of the model of education of tolerance in elementary school students presented by us, is the high level of tolerance formed in the personality of young schoolchildren. Here we are talking about technological components of education of tolerance in small school children.

In the third paragraph of the chapter called "**Ways of education of tolerance in young school-aged children and unique pedagogical tools**", it is determined that the effectiveness of education of tolerance in the pedagogical process is related to the selection of means of interaction.

The main (leading) tools in the system of pedagogic tools for the education of tolerance in young schoolchildren are oral folk creativity, fiction, visual tools of education, games, cognitive-educational activities, narration, explanation, moral conversation, personal example, studies, training, demand, encouragement, class events, associations, which are determined by the specificity of the tolerance education process and the socio-psychological characteristics of this period. Auxiliary means of forming tolerance in young schoolchildren include labor activity, communication, explanation, advice, dispute, educational situation, competition, punishment, training, general school events, work, clubs, children's organizations.

Thus, we have characterized and determined the system of pedagogical tools of tolerance education, taking into account the peculiarities of the elementary school age, including various forms and methods of education, the purposeful reorganization of educational activities by teachers, and the traditional understanding of educational tools. At the same time, various pedagogical tools of tolerance education are applied to the main areas (aspects) of the tolerant student's personality, which are typical for primary school

students: tolerant consciousness, worldview and thinking; tolerant feeling, quality and characteristic of the personality; a specific effect on tolerant behavior and activity was revealed. Pedagogical support in accordance with the purpose of the classification of educational means that we have shown will ensure the effectiveness of the formation of tolerance in elementary school students. It will also give teachers the opportunity to choose the most optimal way of education of tolerance in small school children.

Taking into account the uniqueness of the elementary school age period as a special stage of human development, the classification of the system of pedagogical tools for tolerance education of elementary school students can be presented in 4 groups:

1 group – material and spiritual cultural objects: oral folk creativity, fiction, visual means of education;

2 group – special organization of the activities of those brought up by the teacher: games, cognitive training activities, communication, work activities;

3 group – methods of education: methods that shape the consciousness of the personality (transfer, explanation, understanding, advice, moral conversation, persuasion, dispute, personal example); methods of forming social behavior experience and organizing activities (exercises, demand, instruction, habituation, educational conditions); methods that stimulate activity and behavior (competition, praise and punishment); active methods (tolerance training, game practice).

4 group – forms of educational work: school and class events, collective creative work, games, associations, clubs, children's organizations.

Tolerance education of small school-age children has a complex effect on the formation of important components of tolerant personality: tolerant consciousness, feeling, quality, characteristic and tolerant behavior. All these together stimulate the development of all types of tolerance in elementary school students.

The use of pedagogical tools of tolerance education in children of the age group we are considering depends on their compliance with the goals and tasks of tolerance education; compliance with the

principles of tolerance education; from the content of tolerance education; age and individual characteristics of primary school students; from the level of development of the children's collective as a whole and each student separately; from the conditions of upbringing (material, psychological); from specific educational conditions; from the pedagogical mastery of the teacher; it depends on using these tools systematically, connected and in certain periods.

In the fourth paragraph of the chapter called **"Organization, progress and results of the experimental application of the system of forming tolerance in elementary school students"**, the correctness of the hypothesis put forward during the research and the pedagogical method developed for the formation of tolerance in young schoolchildren are confirmed. A pedagogical experiment was conducted with the aim of revealing the usefulness of the system and the attitude of primary school teachers, students of the faculty of Pedagogy, and parents of primary school students to the issue of tolerance education in children. The experiment was conducted in the form of a questionnaire survey. The answers received from the students were analyzed both qualitatively and quantitatively.

While conducting a formative experiment on the basis of the program "Training of elementary school teachers on education of tolerance in children", we based on indicators visual, verbal and behavioral communication, we also recorded the evaluation and self-evaluation of the level of tolerance (formed level of tolerance) in young schoolchildren and students by others.

Thus, the preparation of a special course program called "Training of elementary school teachers on education of tolerance in children" is relevant in the modern education system; it reflects the unique social orders of parents, teachers, and students. The program acts as an important form of training a tolerant teacher who has the theory of forming a tolerant child's personality, pedagogical technologies, and its composition includes the system of pedagogical tools for the education of tolerance of young schoolchildren.

In order to evaluate how the students mastered the elective subject program materials and to determine the dynamics of pedagogical reflection, a survey was organized for the students on

the topics of the course. The results of the survey are evidence of stable and high-quality mastering of the course content (86.5% on average) and positive attitude of students to the training (2.1 on average from – 3 to 3 scale). The initial average level of mastery of the studied problem is 5.8%, and the final level is 85.5%.

How resilient are you?" The dynamics of development of the quality of tolerance of students, determined by the self-assessment test and determined on the scale from – 3 (high level of intolerance) to 3 (high level of tolerance), was constructive. When determining the initial level of tolerance of students on the test, only 2.86% of the qualities on the four levels of tolerance shown in table 1 were able to manifest themselves on average. At this time, the average value of self-evaluation on a scale of – 3 out of 3 was 0.15.

Among the 4 possible levels of tolerance, the value of the last level determined as a result of the test was recorded as 3.11. At this time, the result of students' self-evaluation on a scale of – 3 to 3 showed itself as 1.79.

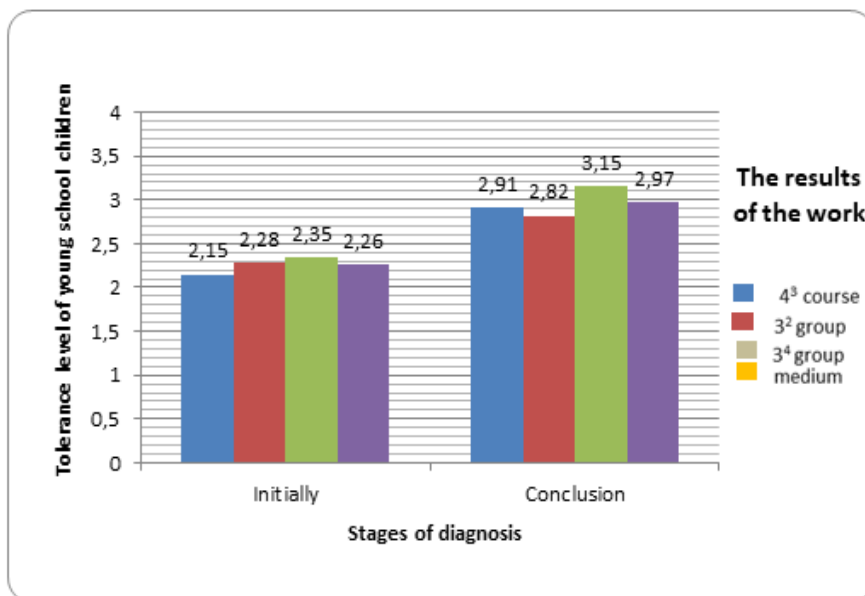
The experiment was successfully completed. A diagnostic methodology was developed to determine the development dynamics of tolerance and their level of adaptation in small school-aged children. This methodology provided an opportunity to determine the efficiency indicator of tolerance education of young schoolchildren. The result of this part of the experimental study is shown in the form of a table diagram.

It should be noted that during the experiment, the initial tolerance level of elementary school students on one of the 4 levels of tolerance mentioned in the table was 2.26 with an average grade, and at the end of the experiment it was 2.97. This final indicator is a confirmation of the reality and effectiveness of the pedagogical technology developed by us for tolerance education of young schoolchildren and the system of applied pedagogical tools.

The dynamics of development of tolerance in students during the study of the special course "Preparation of primary school teachers for children's tolerance education"

The name of the group		4 ³	3 ²	3 ⁴	orta
Initial level of knowledge (in %)		8,06	7	4,4	5,8
Question sheet number	The level of appropriation in topic No. 1 (in %)	71,6	78,6	81	77,1
	Students' attitude to the given topic (scale of – 3-3)	1,65	1	2,29	1,65
	The level of appropriation in topic No. 2 (in %)	74	70,1	77,8	74
	Students' attitude to this topic (scale of – 3-3)	1,71	1,26	2,36	1,78
	The level of appropriation in topic No. 3 (in %)	83,8	73,4	91,9	83
	Students' attitude to this topic (scale of– 3-3)	1,6	1,38	2,55	1,84
	The level of appropriation in topic No. 4 (in %)	75,4	72,5	70,4	72,8
	Students' attitude to this topic (scale of– 3-3)	1,75	1,53	2,24	1,84
	The level of appropriation in topic No. 5 (in %)	86,5	83,1	81,6	83,7
	Students' attitude to this topic (scale of – 3-3)	1,77	1,68	2,48	1,98
	The level of appropriation in topic No. 6 (in %)	79,3	71,9	79,4	76,9
	Students' attitude to this topic (scale of – 3-3)	1,95	1,94	2,6	2,16
	The level of appropriation in topic No. 7 (in %)	82,1	78,6	81,3	80,7
	Students' attitude to this topic (scale of– 3-3)	1,76	1,93	2,37	2
	Total appropriation rate of specific course (in %)	84,6	88	83,9	85,5
Overall student attitudes toward specific course(scale of– 3 to3)	2,1	1,94	2,39	2,1	

The experimental application of the pedagogical technology and system of pedagogical tools on the education of tolerance in small school-aged children made it possible to determine the set of effective pedagogical conditions for its mass application.



The hypothesis put forward in the research process was confirmed: the education of tolerance as an important quality of the personality of a junior high school student is possible when the personality of a tolerant teacher who understands the pedagogical essence of tolerance and looks at the junior school age as a sensitive period of tolerance education is formed; the possibilities and ways of education of tolerance in young schoolchildren, its system of pedagogical tools should be scientifically substantiated, and primary school teachers should be included in the training system for education of children's tolerance; let the teacher master the system of pedagogical tools; young schoolchildren should be involved in the educational process, which will be carried out based on the system of pedagogical tools.

The results of the conducted experiment also showed that it is possible to effectively apply the system of pedagogic opportunities, ways and means of education of tolerance of elementary school students when they proceed from the general context of pedagogical influences on the child; the teacher should know the theory of education of tolerance of young schoolchildren, should be able to creatively apply the technologies of education of tolerance in children; support the child with practical effects (trainings, studies, discussions); the activity organized by the teacher should be playful; the educator-teacher should use the method of personal example, as well as pedagogical stimulation in place and at the right time; the teacher should choose such a system of pedagogical tools that he can harmoniously influence the consciousness, feelings and behavior of the child; that the joint influence of teachers, parents and the public should take an optimal place in the education of tolerance of young school-aged children; to create a fertile, favorable psychological environment in the children's college; In the "educator-educated" system, the relationship between adults and children should be established on the basis of subject-subjective choice.

The following **results** were obtained in the research:

1. Tolerance is a complex socio-pedagogical phenomenon, which is the subject of research of many anthropological sciences. Tolerance is a system of tolerant relations with the environment (other peoples, nations, religions, other human positions, ideas, approaches and behaviors); the social and cultural characteristic of a person, which is important to follow the principle of coexistence - freedom of speech; the principle of joint activity, the main essence of which is people's love for each other and restraint; on the one hand, the important professional quality of a teacher who has the ability to correctly assess the real socio-pedagogical situation, and on the other hand, the ability to actively solve it; reflects human socialization criteria, optimal pedagogical strategies and tactics.

2. Starting from the essence level of the concept of tolerance (content stage) to finding strategies and tactics for education of tolerance in young schoolchildren (tactical stage), it goes through a special development path, which is based on the laws of the socio-

political situation, the state of pedagogical science, conditioned by the development of humanitarian knowledge.

3. The problem of tolerance education of students has a strong normative-legal basis, which is reflected in the state policy, legal acts and international legal documents in most countries of the world, including the tolerant Republic of Azerbaijan.

4. Tolerance qualities are an important component of personality development and social maturity. It has a complex structure, criteria, manifestations (indicators), as well as a system of various types, which prove the complexity and multifacetedness of tolerance as an important quality embodying personality.

5. Intolerance, which is the opposite of tolerance, has a very complex manifestation system. There are two ways of development, such as tolerance and intolerance, which involve dividing the personality into tolerant and intolerant people.

6. Tolerance is a necessary tool for the resolution and prevention of conflict situations in the sphere of human interaction, including in the educational process.

7. Education of tolerance means formation of tolerant attitudes towards different views, convictions and customs in young schoolchildren in a purposeful and planned manner, respect and tolerance towards other peoples, nations and religions; the process of developing tolerant consciousness, outlook, feelings, personal qualities and characteristics, as well as the ability to exert tolerant influence is understood.

8. It is possible to implement education of tolerance in different age periods. Nevertheless, the sensitive period in the development of a tolerant personality is the small school age period, which is determined by the characteristics of this age period, which is more active in the overall development process of a person.

9. The concepts of pedagogical "possibilities", "ways", "means" of education of tolerance of students were revealed, the system of pedagogical ways and means was justified and classified into groups.

The work carried out made it possible to determine the directions (proposals) for conducting prospective studies for

subsequent researchers: the peculiarities of children's tolerance education within the developmental training system of the primary education level; the educational potential of families with young school children in the context of forming tolerance in children of this age group; tolerance in the "teacher-teacher" system as a principle of professional work; formation and development of tolerance education in preschool children, etc.

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

1. The problem of forming tolerance in personality development // Scientific works of Baku Girls' University, 2020, No. 1, p. 102-105.
2. Characteristics of education of tolerance of young schoolchildren // Ministry of Science and Education of the Republic of Azerbaijan. Baku Slavic University. Actual problems of the study of humanities, 2020, No. 4, pp. 211-213.
3. Theoretical issues of the formation of tolerance in young schoolchildren // Educational Institute of the Republic of Azerbaijan. Scientific works. Baku, 2020, No. 1, pp. 95-98.
4. The model of forming tolerance in young schoolchildren // Ganja State University Scientific news. Ganja, 2020, No. 2, pp. 174-177.
5. Setting the problem of tolerance in the history and theory of humanitarian sciences // Scientific works of Baku Girls' University, Baku, 2021, No. 1, p. 100-105.
6. Criteria of tolerance // Educational Institute of the Republic of Azerbaijan. Scientific works. Baku, 2021, No. 2, pp. 60-63.
7. The main directions of the formation of tolerance in young schoolchildren // Azerbaijan National Academy of Sciences. "News collection" Pedagogical sciences series". Ganja, 2021, No. 1, p. 120-123.
8. Types of tolerance // Scientific works of Baku Girls' University, Baku, 2021, No. 2, p. 111-115.

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11. Stages of the dynamics of consideration of the issue of tolerance education in children // Baku Slavic University, Actual problems of the study of humanities, Baku, 2021, No. 3, p. 240-243.
12. Possible criteria of tolerance // Azerbaijan Institute of Education, Scientific works. Baku, 2021, No. 3, pp. 63-66.
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14. Pedagogical essence of the concept of "tolerance" // Priority Directions of Science and Education in Contemporary Azerbaijan. Materials of the Scientific Conference of the Republic, Baku, 2021, pp. 188-189.
15. The upbringing a tolerant attitude towards individual human weaknesses // Science, innovations and education: problems and prospects. Tokyo, 2022, s.140-143.
16. Education of tolerance, which is an actual problem of the modern era // Azerbaijan National Academy of Sciences. "News collection" Pedagogical science series". Ganja, 2022, No. 1(4), pp. 62-65.
17. Идеи, связанные с благоприятными возрастными периодами для формирования толерантности у детей // Артпедагогика и артпсихология в век инноваций: материалы IV Международной научно-практической конференции в рамках Всероссийского Фестиваля науки НАУКА 0+ Создавая будущее. (Москва, 11 октября 2022 г.).Москва, 2023, с.77-84.
18. Objects of material and spiritual culture, which are one of the pedagogical means of education of tolerance in children//EUROPEAN SCIENTIFIC CONGRESS Proceedings

- of VIII International Scientific and Practical Conference Madrid, Spain. 4-6 September 2023, p.96-100.
19. Features of education of tolerance of young schoolchildren// Bulletin of Science and Practice. Nizhnevartovsk. September 2023, p.252-255.

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