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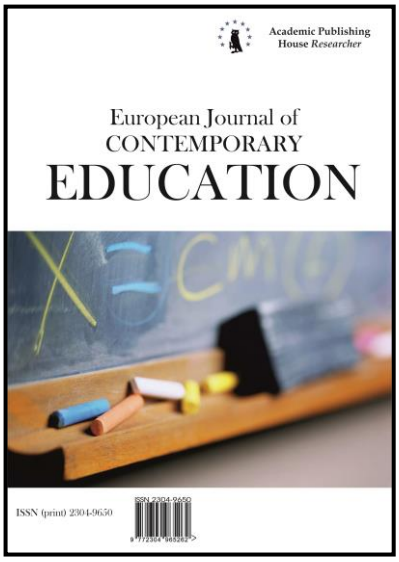

Formation of Social Tolerance Among Future Teachers

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Abstract

The formation of tolerance among young people has recently become an important aspect in the research of scientists of the psychological and pedagogical direction. This is due to a number of aggressive manifestations that are unacceptable for modern society in students of schools and universities. In this regard, the purpose of the article is to develop a scheme for the formation of tolerance to asocial phenomena and experimentally prove its effectiveness in the process of professional pedagogical education. The research was conducted by 72 students – future teachers with the use of the author's scheme for the formation of social tolerance in the holistic educational process at the university. The peculiarity of the author's development was the use of interactive teaching methods and methods of the theory of solving inventive problems. For statistical evidence of the effectiveness of the implementation of the author's research, the Wilcoxon T-test was used. The practical implementation of the experiment showed the effectiveness of the author's development in forming students' tolerance for differences in society, culture, behavior that does not go beyond legal norms, and intolerance for violation of moral norms of behavior in society.

Keywords: tolerance, asocial phenomenon, formation of social tolerance, conflict, moral norms.

1. Introduction

The problem of tolerance is widespread in research scientists. This is due to a number of aggressive manifestations unacceptable for modern society, which are opposed to tolerance. An analysis of the sources on problems of tolerance/intolerance suggests that it is possible to influence intolerance by studying and reproducing tolerance.

There are various interpretations of the term “tolerance”, for example, G.L. Bardiyer (2007)

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interprets tolerance to characterize the situations of a dialogue of cultures, the rational search for ways of peaceful coexistence in diversity. Intolerance is used to describe situations of violence, discrimination, violation of personal capabilities, imbalance, the desire for unification. In this perspective, is the opposition of tolerance and intolerance. And at the same time, they are binary oppositions. Studying one, you should refer to another.

In the next study (Bondyrev, Kolesov, 2011) tolerance is characterized as "harmony in diversity". At the same time, the formation of tolerance is the formation of an understanding of differences (Rostovtseva, 2016). Conflict-free existence is the path to tolerance. From a philosophical point of view, "tolerance" is overcoming non-acceptance, by virtue of the existing rules. An intolerant attitude is an aggressive-conflict action. In this context, this is an antisocial phenomenon.

The most important characteristic of tolerance is not that it is associated with friendship, respect, acceptance, but that excludes hatred (Leont'yev, 2009). Note that we mean hatred for the differences that surround the person in the modern world. There are different attitudes to the same phenomena of the cultural environment (for example, to social inequality). Tolerance in this case can act as a regulating force (Gray, 2018)

H. Pukington (2015) notes that her study did not reveal general intolerance among the population of Russia, however, among the youth there is a slight dynamic of ethnic intolerance. Analyzing other studies, we notice the presence of political, subcultural, and other forms of intolerance.

Personal intolerance is characterized by the following provisions. Tolerant personality accepts the variability of events. High regimen is characteristic of an intolerant person (Domracheva, 2015). Tolerance is inherent in a strong personality with a vital basis. Such a person does not feel threatened that the environment adheres to opposing beliefs. Weak personality differences scare and this fact can contribute to the manifestation of intolerance (Leont'yev, 2009)

J. Janmaat, A. Keating (2017) note that, in general, the level of tolerance is largely determined by the expansion of education. As a result, an educated person treats the differences with greater understanding. However, in another study (Chan, 2018), on the contrary, it is noted that improving access to education in college is not an effective institution's policy tool for dealing with hate attitudes and behaviors. In the latter case, education is considered within the framework of an educational institution, but we hold the opinion that a more educated person is more able to deal with differences in a balanced way.

The reason for the intolerance of personality traits, which shows a low level of intellectuality and morality. This leads to absolutism and inflexibility in thinking. Such a person will hardly accept the position of other people, and considers his own to be correct. Hence the manifestation of the behavior of violating generally accepted norms. These provisions can serve as the beginning of the formation of a tolerant person who is neutral or even positive about differences, despite differences in beliefs.

The analysis of primary sources shows that the problem of tolerance is acute in modern society. First of all, in practice, facts of intolerant attitudes towards people, events, rules are manifested. It is no coincidence that scientists and practitioners all over the world search for ways to level out this essentially deviant behavior. There are programs for the prevention of crime (Taheri, Welsh, 2015), which could take into account the ideas of social tolerance for deviant behavior. The perception of the uniqueness of diversity and intransigence towards negativity is the discourse of modern scientific developments. Therefore, we set a goal to create a scheme for the formation of social tolerance and test its effectiveness in the process of a pedagogical experiment.

Based on the relevance of social tolerance, the goal of the study, the analyzed sources, we designed a scheme that guided us in the practical training of future teachers. The training was based on the ideas of tolerance for attitudes, beliefs, behavior, which differ from the individual, and at the same time, negative attitude towards violations of social norms. The novelty of this work was that the emphasis was placed on such interactive training methods as the case method and methods created and applied within the framework of the theory of solving inventive problems.

In this regard, we put forward a hypothesis: if we develop a scheme for the formation of social tolerance with emphasis on the use of the case method, organizational and activity games, methods of the theory of solving inventive problems, then such personality characteristics will increase significantly when social tolerance is manifested as moral values, tolerance of differences

and intolerance to antisocial phenomena, competent behavior in conflicts. The scheme should include other conditions, forms and methods that are most appropriate for the formation of social tolerance, as well as criteria of social tolerance, which are an indicator of the effectiveness of the work being done. Thus, the purpose of the study is to develop a scheme for the formation of tolerance to asocial phenomena and experimentally prove its effectiveness in the process of professional pedagogical education.

2. Materials and methods

The research sample consisted of 72 students: in the experimental group – 36 and in the control group – 36. The experimental group included students of the profiles "Primary education and Mathematics", "Pre-school education and Additional education". The control group included students of the profiles "Primary education and the Russian language" and "Primary education and Biology".

Statistical processing of research results was carried out using the statistical analysis software SPSS20. For a quantitative analysis of the data obtained in the course of research, the Wilcoxon T-test was used at ($p < 0.01$).

The experimental work was carried out during the first half of the year (academic semester) of 2018 and was meaningfully included in the disciplines of choice and, as a whole, in the implementation of professional training only for the experimental group. In the control group of the discipline of choice and, in general, the educational process was implemented without using the methods proposed above based on the curriculum approved by the specialized graduating department.

In turn, the experimental work included the organization of vocational training according to the following scheme of the formation of social tolerance among future teachers:

1. Social tolerance, as a process of benevolent respect for differences, attitude to social phenomena in terms of moral values. When ethical values are violated by opponents, the interaction is based on norms and rules of conduct.

2. The purpose of the formation of social tolerance: to form an understanding (tolerance) of the existing social differences among future teachers with an active negative attitude towards asocial behavior.

3. Formation of social tolerance: familiarity with the history, culture, social interaction of various subcultures. Formation of a general culture including a culture of behavior.

4. The use of interactive methods: master classes, the theory of solving inventive problems, clusters, dramatization, discussions, trainings, etc.

5. Guidance of the substitution mechanism: switching the energy of various groups and individuals into socially significant activities in which creativity is manifested.

6. Influence on the causes of asocial behavior of a person or group: propedeutics of aggressiveness, destruction of stereotypes, overcoming of language misunderstanding, egoism by psychological methods (Nagovitsyn et al., 2018), etc.

7. Criteria of manifestation of social tolerance: moral values, index of tolerance, conflict-related competence.

This scheme of formation of social tolerance is formed in the integral educational process at the university. Substantial material was included by fragments in various educational courses and disciplines of choice (Slastenin, 2008), as well as in the scientific work of students. Experimental work is carried out in practical classes in student groups and during teaching practice.

For the formation of social tolerance, we implemented workshops, social and psychological training, organizational and business games, a case method, Skype conferences, visualization lectures, problem lectures, a project method, an ethical experiment, and others. We used case studies to a greater extent. method, theory of solving inventive problems, organizational and activity games. They are, in our opinion, the most effective and relevant goals of the formation of social tolerance. With the help of these forms, conditions and problem situations are created in which future teachers need to show flexibility, tolerance, creativity, ability to resist negative phenomena, etc.

The case method is a solution to pedagogical situations that may arise when interacting with students. They need to state their position with conviction, be guided by social norms in the dialogue, be able to persuade, set prospects, etc. The discussion of the situation takes place in the

form of discussion and concludes the summary (Dhar, 2018).

From the theory of solving inventive problems, we have widely used such methods as brainstorming to develop problems related to the solution of asocial behavior, or develop projects by analogy in order to correctly describe common features and shift the emphasis on features. Morphological analysis allows you to add to the solution of the situation elements of solutions from other situations. In this case, a new solution may appear that is being tested in practice. For example, in the case of a student's misdemeanor, it is important not only to apply incentive methods, but also to include the adolescent in creative activities, taking into account the specifics of the situation and its features. For this, it is important to analyze a variety of situations so that there is a choice of solution. The method of focal objects is that signs of others are added to the real object and a new, original object is obtained. As an example, we will cite the development of a holiday whose goal is to form a tolerant attitude towards others. For its development, you can take fragments from sports, patriotic, environmental trends, which, it would seem, do not directly relate to the formation of tolerance.

Organizational-activity games as a type of interactive methods we used to conduct educational councils, scientific conferences in the classroom. The content of these games was devoted to the problem of social tolerance. Among the students, the roles of researchers, opponents, reviewers, as well as teachers interested in finding solutions to the problem of social tolerance were distributed. In the course of organizational activity games, new conditions were introduced, for example, to write an essay, a mini-essay about the problem under discussion, so that there was a possibility of flexibility and creativity.

To identify the cumulative characteristics of manifestations of tolerance and intolerance, we conducted the Intol test (Pochebut, Beznosov, 2017). This diagnosis characterizes a person from two opposite sides due to the fact that in some cases a person manifests himself tolerantly to the unacceptable behavior of another, and in others – intolerant. The test consisted of 16 questions-statements. The assessment was made as follows: "I completely agree" – "+2"; "Agree" – "+1"; "Hard to say" – "0"; "I do not agree" – "-1"; "I completely disagree" – "-2". We have identified three levels of the tolerance index: low (from "-30" to "-10" points); average (from "-10" to "+10" points); high ("+10" to "+30" points).

In turn, the criterion for the manifestation of tolerance to antisocial phenomena is moral behavior. Therefore, we carried out diagnostics of value orientations of M. Rokich. According to her, it was necessary to rank the presented values of the individual. We were interested in ethical (responsibility, independence, self-control, open-mindedness) and individualistic values (intolerance to shortcomings, courage in upholding positions, strong will) that determine behavior.

3. Findings

The results of the Intel test show that the average value of tolerance in the EG was 8.7 points, and in the CG – 8.5 points. These groups are homogeneous, include students of the same profile and one level of professional training. After the formative experiment, the results have changed. The index of tolerance in the EG was 11.7 points – increased by 34 %, and in the CG it was 8.9 points – increased by 5 % (Table 1).

Table 1. The dynamics of the coefficient of tolerance

Control group			Experimental group		
beginning of the experiment	end of the experiment	reliability	beginning of the experiment	end of the experiment	reliability
8,5	8,9	T=176, p<0,01	8,7	11,7	T=0, p<0,01

For the control group, T = 176; Tcr = 185 (p < 0.01); Tcr = 227 (p < 0.05). Since Temp < Tcr (0.01), we have statistically significant differences at the level of 0.01 in the control group throughout the experimental work. For the experimental group T = 0; Tcr = 185 (p <0.01); Tcr = 227 (p < 0.05). Since Temp < Tcr (0.01), we have statistically significant differences at the level of 0.01 in the experimental group. Statistical verification of the results shows that the results are

reliable. Therefore, it makes sense to develop social tolerance among students, which manifests itself in tolerance for cultural, behavioral differences and intolerance to asocial phenomena. We show the percentage of students in terms of tolerance (Table 2):

Table 2. Tolerance levels of students in percent

Levels intol	Control group		Experimental group	
	beginning of the experiment	end of the experiment	beginning of the experiment	end of the experiment
Low	-	-	-	-
Average	82	79	80	47
Tall	18	21	20	53

Due to the fact that the "Intol" coefficient includes both a manifestation of tolerance and intolerance, moreover, the test is designed so that only individual answers can correspond to negative indicators, and most of the answers are positive, as a result we get a positive value of the coefficient and lack of holistic negative results.

The quantitative value of testing at the beginning of the experiment, both in the control and in the experimental group, corresponds to the boundary between medium and high levels. At the expiration of the time during which the experiment lasted in the CG, the average level remained almost unchanged, while in the EG the number of students at a high level increased by 165 %. This quantitative increase was due to the fact that some students moved from an average level of tolerance to a higher one. This fact indicates that the forming experiment influenced the tolerance of students.

In turn, the results of diagnostics of value orientations of respondents according to the method of M. Rokich are presented in Table 3.

Table 3. Ranks of ethical and individualistic values

	Group	Control group			Experimental group		
№	Values	Ranks			Ranks		
	Ethical values	R1	R2	Δ R	R1	R2	Δ R
1	A responsibility	8	7	1	6	5	1
2	Independence	15	17	-2	14	15	-1
3	Self control	10	9	1	9	7	2
4	Latitude	9	8	1	7	6	1
	Individualistic values						
1	Rationalism	12	13	-1	13	12	1
2	Intransigence to disadvantages	11	10	1	10	8	2
3	Courage in upholding position	13	12	1	11	10	1
4	Strong will	14	15	-1	8	9	-1

They show that it is important for individuals to manifest social tolerance to be guided by ethical norms, to be accountable to others, to have their own views and to be able to defend them, in some cases to enter into combat with opponents, to be bold and decisive. In our opinion, the availability of these qualities serves as a basis for tolerance towards differences in society and intolerance towards negative phenomena. Studies have shown that, prior to the experimental work, ethical and individualistic values were generally average ranks. This suggests that future teachers

made a choice on these internal values, but gave priority to others. At the same time, they were not insignificant for the respondents. After conducting experimental work, the ranks of these values did not change much in the control group, while in the experimental group they became higher. This indicates that purposeful work influenced the choice of values of future teachers.

At the control experiment stage, we singled out and assessed on a 5-point scale those vital values that are of fundamental importance in prosocial tolerance: responsibility, intolerance to shortcomings, courage in upholding the position, independence, characteristics taken from the test of M.Rokic (Pochebut, Beznosov, 2017). Evaluation took place in the CG and the EG. We obtained statistically significant differences in the CG only for such evaluated qualities as responsibility, courage in upholding the position. This is due to the fact that due to external circumstances there was a slight change in these characteristics. It is several times smaller than in the EG.

In the EG, statistically significant differences were obtained in all measured characteristics: responsibility, intolerance to shortcomings, courage in upholding positions, independence. The greatest dynamics was obtained in such a quality as upholding one's position (almost by 1 point, which is approximately 20 %). This was greatly influenced by the case method in the course, which in the discussions had to defend its position. The dynamics of such a quality as independence were the least (just 0.5 points, which is 10 %). This neoplasm is quite complicated, therefore, its development is not so dynamic. In the control group, this characteristic has not changed at all (Table 4).

Table 4. Dynamics of life values, important in social tolerance

Qualities	Control group			Experimental group		
	beginning of the experiment	end of the experiment	reliability	beginning of the experiment	end of the experiment	reliability
A responsibility	3,7	3,8	T=168, p<0,01	3,6	4,3	T=105, p<0,01
Intolerance to disadvantages	3,5	3,6	T=102, p<0,01	3,7	4,5	T=120, p<0,01
Courage in upholding position	3,6	3,8	T=220, p<0,05	3,5	4,4	T=200, p<0,05
Independence	3,5	3,5	T=0, p<0,01	3,5	4	T=79, p<0,01

After checking the accuracy of the results obtained using the T Wilcoxon test, it can be noted that positive results were obtained in the dynamics of such qualities as responsibility (Temp = 168; Tcr = 185; Temp < Tcr), intolerance to shortcomings (Temp = 102; Tcr = 185; Temp < Tcr), independence (Temp = 0; Tcr = 185; Temp < Tcr). The confidence level reached 0.01.

Indicators of courage in upholding positions are at an uncertainty level of 0.05. This is evidenced by the Wilcoxon coefficient Temp = 220 at Tcr = 227, i.e. Temp < Tcr.

We can conclude that during the pedagogical experiment the participants began to progress precisely those life values that are important in social tolerance.

An intolerant reaction to asocial actions implies a conflict of parties. Because of this, we tested experimentally the conflict of personality. To this end, a test was conducted “Are you a conflict person?” (Rogov, 2014).

In this test, there are three levels of conflict. A greater number of points corresponds to the peace-loving and tactfulness (22-32 points). The manifestation of conflict in rare cases when the basic principles of the person are violated, corresponds to the average level (10-20 points). Frequent manifestation of conflicts, incontinence is determined by the lowest number of points (less than 10). The results of the experimental work are listed in the table (Table 5).

Table 5. The level of conflict of respondents

Control group			Experimental group		
beginning of the experiment	end of the experiment	reliability	beginning of the experiment	end of the experiment	reliability
18,9	19,5	T=160, p<0,01	20,3	13,9	T=1, p<0,01

We have checked the accuracy of measurements using the T-Wilcoxon test. The results of the conflict study are reliable at 0.01. For the control group Temp = 160 at Tcr = 185 and Temp < Tcr. For the experimental group, Temp = 1 at Tcr = 185 and Temp < Tcr.

In the course of experimental work, it was found that in the EG the average level of conflict increased by 6.4 points, which is 20 %. However, the values of conflict and 20.3 points and 13.9 correspond to the level when the conflict is manifested in extreme necessity, in violation of personal norms and beliefs. A more detailed qualitative analysis of the test shows that 1) the conflict has increased due to the attitude to violations of social norms, and not due to personal mood, living conditions; 2) no one from the respondents has reached a low level of conflict, which is critical in behavior; 3) simultaneously with this indicator, the level of moral and important individual qualities has increased. Therefore, an increase in conflict (to negative phenomena) in this context is a positive result. In the CG, the level of conflict practically did not change. This suggests that the formative experiment was effective.

4. Discussion

An analysis of research, including the author's, revealed a variety of forms of expression of intolerance, ranging from elementary insult and ending with religious persecution (Zimbuli, 1996). All of them have moral, religious, national, political origins. From here it is important to prevent or reduce the level of such negative interactions.

Of interest are behaviors that lead to intolerance (Pochebut, Beznosov, 2017). Note that they are close to the types of manifestations of intolerance (Zimbuli, 1996). Intolerance, as a response, acts to discriminate a person's capabilities, an information limit for making a decision, falsifying materials, manipulating a person's actions, aggressiveness, and harming the environment. In the case of such asocial intolerance, the person is both obliged and obliged to protect his rights and freedoms. At the same time, active self-defense should take place within the framework of moral rules and laws. In this case, a situation arises when one side acts as an aggressor and the other as a victim. In this case, the protection of personal and public rights and freedoms can act as social intolerance, which puts barriers to negative phenomena. The essential condition of such intolerance is the moral essence. In unison with this provision, the following ideas (Bardiyer, 2007): socio-psychological principles and norms of tolerance/intolerance are based on the internal moral-aesthetic and external legal and legal boundaries of a person formed in the process of socialization. Many experts hold the same position (Davis, 2018).

If we consider the problem of the limits of tolerance in a philosophical aspect, then tolerance is limited to: 1) the harm done to other members of society; 2) the moral maturity of man and society (Khomyakov, 2011).

An important position for us in his ideas is that if tolerance is a morally justified rejection of the use of force of influence on the existence of a morally unsuitable phenomenon, then such tolerance destroys society. In this connection, we are interested in moral values of life, which do not allow us to be indifferent to various social negativities. There are many diagnostics, including the diagnostics of the life values of M. Rokich, which allow to evaluate the moral characteristics of a person (Pochebut, Beznosov, 2017).

Describing the boundaries of tolerant/intolerant behavior A. Galeotti (2014) identifies such relations (in the field of politics) as rejection, neutral and tolerant. This study allows us to also identify at least three levels of manifestation of tolerance/intolerance.

Analyzing the problem of intolerance M.V. Rostovtseva (2016) highlights the causes of this phenomenon. Among them are public factors such as informatization and globalization. These phenomena should always be considered when considering and implementing the aggressiveness

propedeutics. Other reasons are socio-psychological in nature: lack of understanding of the language, egoism, stereotypes prevailing in different groups, societies, structures. The possibility of influencing this group is wider. The idea that to prevent negative actions should influence their causes is axiomatic. However, considering these factors of intolerance, we see that it is not always possible to successfully influence these causes.

Based on the analysis of the binary oppositions of tolerance and intolerance, it should be noted the ways of forming social tolerance. "Pedagogical tolerance is the ability to relate to the opinions, attitudes, habits of other people, to be tolerant without irritation and pronounced hostility. Problem situations require making optimal decisions without violating moral and ethical standards. Comprehension of the art of dialogue without edification and recipes, manifesting itself in concrete actions, acts as a powerful facilitative tool" (Ilyin, 2014). Based on his position, we believe that it is a tolerant attitude to different views (if they do not contradict norms, rules and laws) will lead to the fact that opponents will see patterns of correct behavior, be aware of arguments, facts and arguments supported by society. And all this is a prerequisite for their social behavior. Intolerant behavior causes an intolerant response. In connection with these, it is important for the teacher to possess such qualities that would have facilitative value.

In turn, the following study (Johansson et al., 2017) substantiates that the subculture influences culture by taking the example that bodybuilding from a widespread phenomenon has transformed into fitness – strength training (Nagovitsyn et al., 2015). The authors urge to study various subcultures in order to help representatives of various subcultures to find a way out of their creative energy. We recommend using the substitution of asocial activities for creative and socially significant (Nagovitsyn et al., 2017).

In addition to the subcultures of various social groups, one should also include the values of these groups. So notes the importance of informing about the history, culture of various groups, human races (King, 2008). Summarizing the following position (Simon et al., 2018), we note that a benevolent, respectful attitude in a group has a positive effect on attitudes towards other groups. The practical significance lies in the fact that it is important to form a favorable microclimate within the group so that its members are tolerant of others. The role of television in the formation of tolerance to various social groups is noted (Garretson, 2015). An increase in tolerance is recorded with an increase in the number of shows of these groups on television.

Analysis of studies in the field of tolerance/intolerance leads us to such characteristics of the teacher as moral behavior (Bardiyer, 2007; Khomyakov, 2011) assertiveness (Zimbuli, 1996), harmony (Rostovtseva, 2016; Nagovitsyn et al., 2017), social responsibility, constructive social activity, pedagogical skills, communication and conflict characteristics (Ilyin, 2014).

Analyzing the federal state educational standards of higher education, it should be noted that they also emphasize the importance of student possession of competences, which in one way or another emphasize the tolerant attitude of the individual to social, personal differences. The lack of pedagogical conditions increases the risk of offenses among underage citizens (Li, 2018). Attitudes toward antisocial phenomena should be based on moral norms. Otherwise, intolerance may generate reciprocal intolerance.

Among the ethical characteristics, it is proposed to study such as independence, responsibility, breadth of views, self-control (according to the Rokich test), to study the general index of tolerance, it is proposed to study a modified questionnaire for determining the general index of tolerance (Pochebut, Beznosov, 2017) and a test to identify the general level of conflict. If the system of formation of pro-social tolerance is aimed at the formation of a tolerant position, the ability to behave correctly in a conflict situation and to be guided by moral norms in behavior, the diagnostic system allows to reveal the level of moral behavior, conflict and the level of tolerance.

Unfortunately, most experts do not pay enough attention to the formation of social tolerance through the use of interactive methods, such as solving inventive problems and trainings. In the scientific literature, we were able to find only fragmentary studies; however, these works were carried out using various approaches and methods, but without switching the energy of various groups and individuals into socially significant activities in which creativity is manifested.

5. Conclusion

As a result of the research work, students of the EG were updated with ethical life values, which significantly affect not only personal behavior, but also the reaction to the antisocial

behavior of other people. The positive dynamics of individualistic qualities such as responsibility, intolerance for shortcomings are revealed.

In the experimental work, the positive dynamics of the respondents' conflict was demonstrated within an acceptable level, when the behavior of others goes against personal convictions, but the conflict does not lead to insults and does not give pleasure. The degree of such conflict corresponds to the necessary intolerant reaction.

1. The study developed a pedagogical scheme for the formation of social tolerance in a holistic educational process at the university, a feature of which is the use of interactive teaching methods and methods for solving inventive problems. Its practical implementation has shown the effectiveness of development in a pedagogical experiment.

2. The case method was effective in shaping social tolerance. Preparation and solution of textual pedagogical situations, as well as situations of playing out, demonstrations of film fragments with subsequent analysis – all this allows us to include future teachers in solving real situations in which a manifestation of social tolerance is required.

3. Methods for solving inventive problems ensured the nomination of original solutions to situations in which it was necessary to actively resist various negativities. The search for a solution occurred by analogy with other areas of human activity, through the intensification of mental activity, the inclusion of all participants in solving important problems.

4. The use of organizational-activity games allowed to prepare individual and collective solutions to theoretical and practical studies of social tolerance.

Thus, the practical significance of the study is that the application of the author's work on the formation of social tolerance among future teachers will ensure tolerance for differences in society (culture, behavior that does not go beyond the legal norms) and intolerance for violation of moral norms of behavior in society. This is another practical contribution to the formation of individuals who are not indifferent to social negativity.

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