The OSCAR PUBLISHING Services
International Journal of Pedagogics

VOLUME Vol.06 Issue01 2026
PAGE NO. 93-95
DOI 10.37547/ijp/Volume06Issue01-20

Conceptual Foundations, Components, And Stages Of Pedagogical Tolerance

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Received: 20 November 2025; **Accepted:** 12 December 2025; **Published:** 16 January 2026

Abstract: This article discusses pedagogical tolerance, the conceptual foundations and stages of developing pedagogical tolerance in future teachers, pedagogical-psychological factors, conditions, strategies, and methods, as well as the techniques applied at each stage. The article serves as a resource for the scientific pedagogical community, students, master's students, and researchers.

Keywords: Pedagogical tolerance, metacognitive, approach, situation analysis, humanistic pedagogy, student-centered education, values, socio-psychological approach, socio-emotional, cognitive, reflective.

Introduction: It is known that pedagogical tolerance is the competence of a teacher to treat different points of view, national and cultural differences, personal characteristics with respect, find constructive solutions to conflicts and objectively accept the current situation. Tolerance is an important indicator of the professional training of a future teacher. The formation of pedagogical tolerance is carried out based on certain conceptual foundations. They are: humanistic pedagogy, this conceptual foundation is explained by the need to recognize the dignity and worth of each student. Person-centered education. This means the need to accept students with an understanding of their individual characteristics, to pay attention to differential and inclusiveness.

The concept of a socio-psychological approach. In this, priority is given to the teacher's empathy, communicative culture, openness to students, conflictology and the psychology of communication.

Reliance on values. In the teacher's work, attention is paid to the interpretation of respect for students, fair treatment, peacekeeping, and tolerance as universal and national values.

Professional competency model. Attention is paid to the development of tolerance in connection with professional pedagogical skills, communicative competence, and social intelligence.

Pedagogical tolerance has its own specific components. They are:

Cognitive component. This component embodies knowledge about the essence, types, and standards of pedagogical tolerance, as well as combines theoretical concepts of psychology, conflictology, ethnopedagogy, and knowledge about cultural diversity.

Moral and emotional component. This component covers the skills of empathy, emotional stability, self-control, and treating students with patience and tolerance.

Practical activity component. This component of pedagogical tolerance includes adhering to behavioral norms, finding constructive solutions to conflicts, taking a neutral position in the communication process, creating an inclusive environment for students, and adhering to the principles of social justice.

The reflexive component of pedagogical tolerance. It embodies the skills of assessing one's own emotional state and attitude towards students, self-analysis, drawing the right conclusions from mistakes; objectively approaching and analyzing pedagogical situations.

The formation of pedagogical tolerance in future

teachers has its own specific stages. They are:

1. Motivational-value stage. The main goal of this stage is to arouse the need, interest and motivation to demonstrate the qualities of tolerance in future teachers. This stage involves the implementation of specific tasks: to convey to students the pedagogical importance of tolerance, to educate, to rely on universal and national values in establishing relationships with students, to form and systematically develop socio-emotional skills in future teachers. To ensure the solution of these tasks, it is recommended to use methods such as discussions, debates, trainings, motivational lectures.

2. Cognitive-analytical stage. In this, students are formed with theoretical knowledge about tolerance. Students are also provided with pedagogical-psychological knowledge about tolerance, and skills in intercultural and interpersonal communication, analysis of conflict situations are developed. To achieve the goals and objectives set at this stage, it is envisaged to use methods such as case studies, presentations, seminars, video analysis, cluster formation.

3. Practical-activity stage. In this stage, tolerant behavior and communicative skills are practically developed in students. They must perform tasks such as engaging in constructive dialogue in pedagogical situations, supporting empathetic listening skills, and mastering conflict resolution techniques. For this, they can use methods such as training, role-playing games, simulation, communication exercises, and pedagogical practice.

4. Reflective-evaluation stage. The purpose of this stage is self-assessment, reviewing and enriching pedagogical experience. At this stage, tasks such as assessing the level of pedagogical tolerance formed by oneself and the professor-teacher, keeping an experience diary, studying one's own mistakes and individual development trajectory are carried out. To achieve the goal set at this stage, methods such as reflective essays, portfolios, and feedback exercises are used.

There are also mechanisms for the formation of pedagogical tolerance in future teachers, and we will try to highlight them separately below.

1. Mechanisms for the development of pedagogical tolerance in students. The mechanisms for the formation and development of pedagogical tolerance are divided into external and internal mechanisms. We can list the following as psychological mechanisms for the formation of pedagogical tolerance. They are:

- the empathy mechanism is to understand the emotions of students and treat them with sympathy in various situations;

- the social perception mechanism is to objectively interpret the behavior of subjects of the pedagogical process, eliminate existing stereotypes;

- the reflection mechanism is to analyze one's own emotions, thoughts, behavior and make corrections to the identified gaps;

- the self-control mechanism is aimed at developing emotional stability, relieving pressure, and establishing constructive communication skills in the future teacher.

As pedagogical mechanisms:

- creating an inclusive and tolerant educational environment for students.

- the mechanism of problem-based learning, within the framework of this mechanism, developing tolerant thinking through the study of conflicting and complex situations;

- the mechanism of active dialogue and social cooperation. This mechanism is characterized by the fact that it is aimed at developing the skills of future teachers to work in a group, make collective decisions, and establish relationships with students based on mutual respect.

- within the framework of the socio-cultural mechanism, intercultural dialogue, openness towards representatives of different cultures, and the skills of accepting differences between students are developed.

Strategies for developing pedagogical tolerance in future teachers in the process of higher pedagogical education also serve to ensure the effectiveness of activities in this area. Such strategies include the strategy of person-centered education. Future teachers take into account the individual characteristics of the student and ensure that they acquire the competencies to accept them as they are, to form a sense of respect and trust.

Strategy for socio-emotional learning of future

teachers. Within the framework of this strategy, they help to develop empathy, emotional perception, and self-management skills in crisis situations. Teamwork and constructive communication are important forms of pedagogical tolerance, which indicate that future teachers have sufficiently developed professional skills. Future teachers also acquire the skills to resolve conflicts peacefully.

Strategy for intercultural competence. Within the framework of this strategy, students become aware of cultural diversity in the educational environment, acquire the skills to overcome existing stereotypes.

Reflective strategy. With the help of this strategy, a future teacher is able to analyze his own behavior. He gets used to keeping a reflective diary. They rework pedagogical situations and draw important conclusions.

Cooperation strategy. With the help of this strategy, future teachers will be able to create a model of cooperation between professor-teacher-student, student-student. They will master methods of cultivating a sense of mutual respect and responsibility in a group of students. They will acquire the skills of carrying out interactive collective activities. Within the framework of this strategy, it is possible to use a number of methods. These methods are selected based on mechanisms and strategies. We studied them conditionally, dividing them into 4 groups.

Cognitive methods. This group includes

1. Lecture and explanation, tolerance theory, intercultural dialogue.

2. Case study (situation analysis), analysis of conflict situations.

3. Modeling - modeling of complex socio-pedagogical situations.

4. Debates and discussions.

Methods of a moral-emotional nature

1. Empathetic listening exercises

2. Role-playing games, alternating the roles of teacher and student.

3. Training, tolerance, stress management, culture of communication.

4. Educational situations.

Practical-activity methods

1. Group work and collaborative learning

2. Interactive methods (aquarium, round table, cluster)

3. Practicing tolerant behavior in pedagogical practice

4. Exercises in finding solutions to conflicts.

Reflective methods

1. Reflective essay, diary, portfolio

2. Reflection on one's own position

3. Feedback–feedforward method, mutual assessment and recommendations

4. Metacognitive analysis methods.

CONCLUSION

In conclusion, the formation and systematic development of pedagogical tolerance in future teachers is carried out through pedagogical-psychological sociocultural mechanisms. Strategies and methods are tools that ensure the practical functioning of these mechanisms.

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