

TEACHING SCHOOLCHILDREN TO BE TOLERANT: THE EXPERIENCE IN UKRAINE

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Summary

The experience of implementing the ideas of tolerance in schools of Ukraine from the end of the XX century to date is presented. In the study, tolerance stands as an integral part of the State standard of basic and complete general secondary education and the result of students mastering training courses on human rights and civic education. A review of school practice suggests that the introduction of tolerance began with the processes of democratization and humanization of education in the late twentieth century and was done purposefully and systematically through the organization of the educational process on the basis of mutual respect, harmony and democracy, and the introduction of separate courses. The authors conduct a retrospective review of the training courses introduced in the schools of Ukraine, highlighting the topics, forms, methods of tolerance formation, as well as various aspects of the implementation of the principles of tolerance. Research attention is focused on the effectiveness of the competence approach in education as a key in the process of forming student tolerance and partnership pedagogy as a necessary condition for learning in a modern school.

Keywords: tolerance, human rights, civic education, educational process.

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1. Introduction

The modern world is characterized by diversity, contradictions and at the same time interdependence of processes and phenomena. Problems of tolerance are becoming highly relevant today, due to many factors. Thus, on the one hand, we observe the persistence of negative nationalist sentiments in society, manifestations of xenophobia, racism, sexism and other forms of intolerance. In today's world, humanity is moving towards rapid scientific and technological progress, feeling, at the same time, a lack of respect, kindness and mutual understanding. The best humanistic principles are devalued; the current situation indicates the progressing processes of dehumanization in society. On the other hand, due to the significant expansion of intercultural interaction, the dynamic growth of social demand for active, open personality, which shows values to other people and their views, the concept of tolerance boundaries is undergoing significant changes towards their expansion, which, should already

be equated with the concept of implosion of meaning. Within the purely national, Ukrainian aspect, the loss of self-identification matrix is added to these phenomena, with all the ensuing consequences, such as disorientation within the institute of education clearly defined answers for students to the question: How and from what position do we perceive the world? This was especially noticeable in the early 1990s. Now, in connection with the intensity of Ukraine's integration into the world community, in the period of bringing Ukrainians closer to life in the conditions of European values, raising various aspects of tolerance in the student environment is also very important.

One of the important social institutions that has an educational impact on the emerging personality is the educational institution. In the school, where views on the world and value orientations of the younger generations are formed, the experience of communication and interaction is accumulated, personal worldview is formed and during this period the formation of skills of tolerant behavior of student youth becomes important.

While drawing attention to the urgency of raising various aspects of the phenomenon of tolerance in the modern educational space, it is worth emphasizing the following. Tolerance may be the only thing that stands between peaceful coexistence and violent civil conflicts. This makes tolerance a topic of great scientific and practical importance. And despite the fact that systematic research in this direction has been conducted for more than half a century, many conceptual and empirical mysteries remain unsolved (*Van Doorn, 2012*).

Therefore, in view of the latter, the authors of this work see that any explorations in this problem field are bricks that contribute to the expansion of boundaries and the conceptual deepening of the phenomenon of tolerance. That caused the choice of research topic.

In order to follow the trends of implementation of the ideas of tolerance in educational institutions, it is necessary to dwell on the very concept of tolerance, which is complicated by pluralism in its interpretation. Thus, one can find an approach to understanding tolerance as acceptance of differences, as patience (*Afdal, 2005*). At the same time, tolerance can also be attributed to paradoxical social phenomena, the essence of which is a high level of official agreement with the importance of tolerance in society on the one hand, and a high level of disagreement with it – on the other hand (*Afdal, 2005*). Tolerance can be seen as a minimum standard or precondition for peaceful coexistence within a multicultural and multi-religious society (*Knauth, 2011*). Tolerance as an attitude towards the social environment, the world and other people (*Makarevičs et al., 2020*).

The problem of tolerance in education has been actively discussed since the mid-1990s, when Declaration of Principles on Tolerance was adopted. In this document, the term “tolerance” has several interpretations: in particular, people on the basis of recognition of fundamental human rights and freedoms, etc. Declaration of Principles on Tolerance also states that tolerance must be nurtured and that the primary role in this process belongs to education. Article 4 of this document justifies the need for education on the principles of tolerance and forbearance, the establishment of moral values (*UNESCO, 1995*). Therefore, the concept of “education of tolerance” should be used in the most open and descriptive sense, in order to avoid any regulatory restrictions on the scope of the concept of tolerance.

Tolerance and Education: Learning to Live with Diversity and Difference, which argues for the inextricable link between tolerance and school education is important for our study. In particular, the author singles out the following forms of learning through which education can promote tolerance: special education, development of the cognitive component within the curriculum, intergroup interaction in school and the development of the student's personality (*Vogt, 1997*).

The theoretical basis of our study is the concept of Rainer Forst, set out in his work *Toleration in conflict: Past and Present*, in particular in the "Respect-Conception", within which the basis of the relationship is respect (Forst, 2013). We also started from the premise that in formal education, the teaching of tolerance is related to concepts such as civic education and human rights. Accordingly, the presented study is designed to present the experience of Ukraine in the context of how to offer children models of tolerant behavior.

2. Development

The beginning of the development of the education system of independent Ukraine dates back to the 90s of the twentieth century. This period was characterized by the renewal of the content of education and upbringing on the basis of humanization, democratization and tolerance. A number of normative documents adopted in the early 90s of the twentieth century: Concept of secondary schools in the USSR, the state national program Education. Ukraine of the XXI century, Regulations on secondary schools, The Concept of national education, "Concept of extracurricular education and upbringing", etc. defined humanism, democracy and universal values, including tolerance, as the key concepts of shaping the content of education and upbringing. The leading direction of state policy in the field of education was the liberation of education from excessive unification, politicization, totalitarianism, ideology and authoritarianism, and the main educational tasks of secondary school recognized the cultivation of the best features of the Ukrainian mentality, including diligence, individuality, individuality (Ukraine. *The Concept of national education*, 1995).

Educational programmes of certain general education disciplines aimed to form students' democratic worldview, a system of knowledge and values regarding fundamental human rights and freedoms. First of all, these were the disciplines of social sciences (Jurisprudence, Human Rights, Man and the World, etc.).

The practice of educating young students shows that during the 90s of the twentieth century the issues of friendly relations between students, humanization and democratization of the educational process became the main in the organization of educational work in general secondary education. The Ministry of Education and Science of Ukraine systematically monitored the implementation of the basic principles of work with student youth, as well as the study of advanced pedagogical experience.

The beginning of the XXI century is characterized by the active introduction of ideas of tolerance in the content of education, the restructuring of domestic educational policy in the light of European integration processes. At the beginning of the XXI century, the Concept of 12-year secondary education was approved. The content of school education, according to the Concept, has been updated in accordance with a number of priorities aimed at individualization and differentiation of education. It should be noted that universal and national values, focus on current and future interests of the child were proclaimed as the methodological basis for determining the content of school education (Ukraine. *Ministry of Education and Science*, 2000). According to this Concept, in 2001 new standard educational programmes were approved for general secondary education institutions, according to which educational institutions were able to introduce the following courses into the variable (i.e. selective) part of working curricula: "Human Rights" (9th grade), "We are Citizens of Ukraine" (9th grade), "Civic Education" (9th-11th grades), "Man and Society" (11th grade).

The course “**Human Rights**” for students of 10-11 grades was aimed at the formation of the legal worldview (among other things – the concept of human rights and freedoms, worldview values, etc.). Among the objectives of the course is raising the culture of human rights, affirmation of human dignity and personal values. The inclusion of these disciplines in the curriculum, their mastery by high school students, of course, contributed to the spread in the student environment of the principles and ideals of democracy, civic consciousness, as well as the formation of the younger generation skills of interpersonal interaction, tolerance.

The program of the course “**Man and Society**” for 11th grade students includes such topics as “Communication and its role in human life”, “Rules and norms of communication”, “Forms and means of communication. Interpersonal relationships in the group.” Classes on these topics, according to the organizers of the program, are designed to form in student youth attitudes to tolerant interaction, respect for the interlocutor, respect for democratic values.

The axiological approach in education gradually takes the main place, which is confirmed by a number of normative documents of this time. In particular, by Resolution of the Cabinet of Ministers of Ukraine (№ 1392), which approved the State Standard of Basic and Complete General Secondary Education. The document contains an important note that the content of education is based on the principles of universal and national values, humanization and democratization of school education, mutual respect between nations and peoples, secular nature of the school (*Ukraine. Cabinet of Ministers, 2011*). These principles demonstrate the gradual formation of preconditions for the introduction of the idea of tolerance to the content of education in secondary school.

The state standard and school programmes included various courses, special courses on the development of civic competencies of students, interaction and communication skills. Thus, by the letter of the Ministry of Education and Science (dated 06.06.2003 №1 / 9-289) it is recommended to use in 2003/2004 academic year a number of programs, textbooks and manuals, including “Man and Society” for 11th grade, “Man and the World” for 11th grade, “World and Man” for 8-9th grades, “Person and Society” for 8-9th grades, “Learning Democracy. Lessons in Civic Education” for 9-11 grades, “Civic Education” for 9-11 grades. Let's focus on some of these courses (*Ukraine. Ministry of Education and Science, 2003*).

“**Man and Society**” is an integrated school course, which teaches to form a holistic view of man and society and their relationships on the basis of generalization of knowledge in the main disciplines studied at school, and in such sciences as philosophy, sociology, psychology, economics, culturology, political science and others. The main goal of the course is to promote students' self-determination and the formation of their conscious life and social position.

Course “Civic Education” for 9-11 grades is built on the basis of the best Ukrainian and European experience in the formation of civic competence of high school students through various subjects, extracurricular activities in civic education, inclusive education and assessment of students' academic achievements in the process of civic education. In the process of mastering the course, students get acquainted with national and international regulations relating to active citizenship, democratic rights and freedoms, as well as learn to critically analyze and apply the main provisions of these documents. It is important that civic education as a subject lays the foundation for the formation of students' understanding and practical implementation of the principles of social justice and equal rights and opportunities that will help overcome prejudice and discrimination, foster a positive attitude towards those who are “different” and, therefore, tolerance. The Civic Education course also identifies inclusive education and issues of social equality and equal rights and opportunities: how to ensure that all students, regardless of their ability, have the same opportunities to acquire knowledge, develop skills, attitudes, or, in other

words, – civic competence they need. The evaluation section is based on the best practices of England and Europe.

The construction of the course **“Man and the World”** is based in addition to general didactic principles on the principles of democracy, connection with practical activities, with a focus on positive social action and pluralism. The educational aspect of the discipline **“Man and the World”** is to form in young people respect for human rights, the ability to exercise their rights and freedoms, while respecting the rights and freedoms of others, as well as to act in accordance with their own beliefs and values based on democracy and pluralism. A separate section of the course is devoted to issues of stereotypes and their role in human life and society, in particular, the concepts of gender stereotypes, discrimination, xenophobia, racism, prejudice, tolerance.

2005 was declared the Year of Citizenship through Education by the Council of Europe due to the spread of political extremism, racism, xenophobia and anti-Semitism (extreme cases of intolerance). In order to prevent such manifestations of intolerance in domestic education, the letter of the Ministry of Education and Science (dated 22.06.2004 №1 / 9-337) recommended in 2004/2005 through the variable (selective) component academic year to include in the curriculum of courses **“We are the citizens of Ukraine”** (grade 9), **“Civic Education”** (grade 8) (*Ukraine. Ministry of Education and Science, 2004*).

The objectives of the course **“We are the citizens of Ukraine”** are to master the skills of successful democratic communication with others, gaining experience of tolerant behavior, negotiating, resolving conflicts, and achieving students' attention to the peaceful coexistence of representatives of different cultures, nations and nationalities in Ukraine.

The actual understanding of tolerance in its civic sense became widespread in the courses that were introduced in 2010/2011 academic year (**“Learning to be citizens”**; **“We are different – we are equal”**), which are designed to form students' respect for other cultures, religions, nationalities, gender. The content of these courses is of great educational importance in the formation of tolerance of student youth.

Let's stop on the specified courses. The main task of the course **“We are different – we are equal”** is to debunk stereotypes about the roles of women and men in the family and society, to form a worldview of students free from gender prejudices and stereotypes, to introduce the principles of gender tolerance in education and society. The textbook is focused on the use of modern pedagogical technologies that involve students both with each other and with teachers and parents. One of the sections **“Towards Gender Equality”** is aimed at helping students understand the importance of enshrining in law the equal rights and opportunities of women and men, learn to apply Ukrainian law and international law to protect equal rights and opportunities for women and men. All this creates the conditions for further democratization of the educational process, which is based on respect for the personality of each child, in particular its gender identity.

The textbooks for the course **“We are different – we are equal”** offer not only rich information but also a variety of practical tasks. Their goal is to help students to “acquire” new knowledge on their own, to practice skills and abilities that are important for them. In order to be as objective as possible during the presentation of the material, the authors included various headings in the text: **“In the language of laws”**, **“In the language of documents”** – these are fragments of the laws of Ukraine, other official Ukrainian and international documents. **“Testimony”** – is the statements, opinions, views of famous people: scientists, writers, public figures. **“In the language of facts”** is additional information from special literature, mass media, statistical data, etc. To help students actively and independently “acquire” knowledge, develop skills and abilities, the textbook offers a variety of tasks: Discussion tasks that begin with

the words: “Discuss the situation”, “Give examples”, “Answer questions”, “Think”, “Reflect”, “Remember”, “Find out”, etc. This is a discussion of various life situations in the lesson, research of certain cases, brainstorming when everyone (every student, both male and female!) can offer their ideas and solutions, and so on. Such tasks can be performed jointly, in small groups or in pairs.

The textbooks also present creative tasks, including role-playing or staging, drawing or composing collages, self-selection of information, filling in various tables, gender analysis of textbooks, newspaper publications, advertising, announcements, writing articles and abstracts, etc. Performing such tasks at the beginning of the lesson, students learn what problem the lesson is devoted to, define their purpose and objectives.

Specific lessons from the course **“We are different – we are equal”** are devoted to the topic of gender tolerance, which became especially relevant at the beginning of the XXI century. Gender tolerance is an active life position of an individual, which is manifested in the recognition of the equal legal and moral status of both sexes, the diversity of manifestations of gender behavior. This is a receptive and understanding attitude to members of their own and the opposite sex, acceptance and recognition of different types of gender identity, ideas of gender equality in society. Gender tolerance can be manifested in social relations (pedagogical process) and in social behavior (students’ behavior and their relationship with each other). Unformed gender tolerance can lead to the manifestation of its opposite – gender intolerance, which is characterized by sexism and gender-based violence.

A number of practical tasks and exercises teach students to build relationships with members of their own and the opposite sex on the principles, including respect for human dignity, regardless of biological or socio-cultural sex; accepting the opposite sex partner as he is, without a priori endowing him with stereotypical shortcomings; respect for the right to be different; willingness to accept the opinion of a partner of the opposite sex or a partner who has a different attitude to gender-role attitudes; recognition of equality, cooperation, the spirit of partnership between the representatives of the two sexes, groups; renunciation of domination, harm, and violence.

The course **“Learning to be a citizen”** aims to educate the modern citizen, to prepare students for the role of active citizens, to acquaint them with civic skills and values necessary for effective participation in community life. Among the key skills and values necessary for active citizenship, the authors of the textbook highlight tolerance as the basis of communication between students in the family, school, community. For more than 10 years, the materials of the textbook have been successfully used in the educational activities of schools in different regions of Ukraine in the course of teaching elective courses, the work of groups and in extracurricular activities.

Resolution of the Cabinet of Ministers of Ukraine (23.11.2011 № 1392) has approved a new version of the State Standard of Basic and Complete General Secondary Education. In our opinion, this proves that tolerance has shifted from moral and ethical education to civic education. Civic competence is defined as “the ability of a student to actively, responsibly and effectively exercise the rights and responsibilities of in order to develop a democratic society” and involves the formation of students’ demo critical worldview, responsible citizenship and traits such as tolerance (*Ukraine. Cabinet of Ministers, 2011*).

It is worth noting that it is in this “civic” context that tolerance is included in the concept of **“New Ukrainian School”**, adopted by the Board of the Ministry of Education and Science of Ukraine “On the results of the development of preschool, general secondary, out-of-school and vocational education in the 2015/2016 academic year and tasks for the 2016/2017 academic year” (*Ukraine. Ministry of Education and Science, 2016*).

The New Ukrainian School project is key in reforming general secondary education in Ukraine and aims to prepare a 21st century school graduate capable of innovative development, critical thinking, living in a multicultural space, and a patriot with an active position. The main approach to the organization of the educational process in the new Ukrainian school is declared to be competency, and among the compulsory learning outcomes of students is the mastery of key competencies. In the context of our study, social and civic competencies are important as one of the key competencies of the new Ukrainian school. These are all forms of behavior that are necessary for effective and constructive participation in public life, in the family, at work; ability to work with others for results, to prevent and resolve conflicts, to reach compromises; respect for the law, respect for human rights and support for socio-cultural diversity (*Ukraine. Ministry of Education and Science, 2016*).

Social and civic competences are also concretized through the cross-cutting line of the concept of the new Ukrainian school “Civil Responsibility”, which provides for the formation of a responsible member of the community and society who understands the principles and mechanisms of its functioning and the importance of national initiative. This cross-cutting line is mastered through collective activities – research, group work, projects, etc., which develops students’ willingness to cooperate, tolerance for different ways of working and thinking.

Thus, tolerance has “returned” to its “multicultural aspect”. Note that the formation of universal values in schoolchildren, including tolerance, is possible only through a thorough process of education, organized on the model of respect for human rights and democracy. Civic competence also implies respect for cultural and other diversity, for human rights.

No less important and promising direction in the implementation of the idea of tolerance in the educational process is the education of tolerance of young students as an integral part of civic competence through disciplines, programs and projects for the formation of civic competences.

The directions of the national educational policy on the formation of civic competencies of the younger generation are directly related to the adoption of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC / HRE). This normative document envisages the introduction of education for democratic citizenship and human rights education through all types of formal, non-formal and informal education (*Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, 2010*).

In order to implement the main provisions of the Charter in Ukraine in 2015-2018, the Swiss-Ukrainian project “**DOCCU – Development of Citizenship Competences in Ukraine**” was implemented within the Swiss Cooperation Strategy for Ukraine for 2015-2018, namely in its direction “Governance and Peacebuilding”. The aim of the project is in particular to create an environment in which the priorities are the rule of law and human rights, tolerance, gender equality, a balanced distribution of powers and economic stability.

Among the main objectives of the project is to support the sustainable development of civil society by disseminating knowledge about education for democratic citizenship and human rights education (EDC / HRE) in Ukraine through the system of postgraduate education of teachers and school leaders (*Development of citizenship competences in Ukraine, 2015*). The aim of the project, in particular, is to create an environment in which the priorities are the rule of law and human rights, gender equality, a balanced distribution of powers and economic stability. Appropriately trained teachers and school leaders will disseminate knowledge on democratic citizenship and human rights to young students.

As a result of the Project introduced in-service training programs for school principals with EDC / HRE for 6, 12, 24 and 72 hours; modules for 2 and 4 hours in institutions of postgraduate pedagogical education. Similarly, teacher training has been introduced. During 2015-2018, more than 5,000 school principals and 27,066 teachers were trained in professional programs and modules.

Project-trained teachers were given the opportunity to organize and implement the educational process using modern democratic approaches, to integrate into school subjects exercises and pedagogical technologies on the basics of democratic citizenship and human rights. This allowed us to perform a number of important tasks: to teach students to determine their own position and as young citizens of society to take an active part in public and political life; develop a wide range of competencies, including knowledge and understanding, special and methodological skills and values such as tolerance and responsibility.

Education for democratic citizenship and human rights education are closely interlinked and mutually supportive. They differ in subject matter and scope, but not in goals and practical techniques. EDC / HRE emphasizes the active position of students as young citizens, emphasizes that they should not only know and understand their human rights but also value them, as well as acquire skills for their confident use through classroom learning and practical experience in school life.

In this regard, EDC / HRE is far ahead of traditional, knowledge-based concepts of democratic education. EDC / HRE treats students as experts, valuing their interests and experiences in everyday life. EDC / HRE is based on a holistic approach to teaching and learning. The task of an EDC / HRE teacher can be expressed in three principles: learning “about” democracy and human rights; learning “for” democracy and human rights; learning “through” democracy and human rights.

Learning “about” democracy and human rights. Students must have a clear understanding of what democracy is and what human rights they enjoy, what documents these rights have been enshrined in, and how students can be protected or forced to act. As young citizens, they need to know the principles of their country’s constitution as a political system.

Learning “for” democracy and human rights. Young citizens need to learn to participate in the lives of their societies and to understand how they can exercise their human rights. Democratic values and practices must be studied and consolidated for use in solving the existing problems of each succeeding generation. To become full and active members of society, citizens must be able to work together for the common good, respect the opinion, even the opposite, of everyone, participate in the political process, and cultivate the habits and values of human rights democracy in daily life and activity. As a result, citizens begin to feel useful and recognized members of society, able to participate in society and positively influence it.

Learning “through” democracy and human rights. Students need a supportive learning environment and appropriate teaching methods that allow them to exercise their human rights, such as freedom of thought and expression. They need the opportunity to participate in the management of their school, using their human rights and fulfilling their responsibilities. Students rely on their teachers as role models for the principles of mutual respect, tolerance and peaceful conflict resolution. In all these respects, democracy and human rights are a pedagogical norm both through school subjects and through the school micro-society model.

The next direction of the Project implementation was the inclusion of civic competencies as a cross-cutting area within the updated curricula of general secondary school and the development of guidelines for teaching civic competencies through all secondary school subjects. A group of 45 developers prepared 30 guidelines for all school subjects from 1 to

11 grades of high school, as well as recommendations for certain categories of teachers. A total of 1,245,000 students have attended EDC classes and are beginning to apply democratic values and methods in their daily lives. 70,000 teachers and school leaders apply the acquired knowledge of democratic governance in education at work.

The introduction of tolerance in the educational process is the curriculum of the integrated course for 10 classes of secondary schools “**Civic Education**” is promising. The purpose of civic education in the program is defined as: education of tolerance and respect for cultural diversity, different views, religions, customs and cultures, the ability to find understanding with other people in order to achieve socially significant goals (*Ukraine. Ministry of Education and Science, 2017*). The course was based on a competency-based approach that is leading in the modern national education system in general. Civic education is aimed at forming and developing such skills of high school students as co-constructive skills, finding areas of agreement and compromise, respect for the opinions of others, tolerance, and empathy. Among the topics offered for study within the course, there are many that reveal the problem of tolerance, such as “Stereotypes and prejudices. Discrimination. Conflicts”, “Democratic state”, “School is a space of democracy”, “I and my profession”, “Media and democracy. Freedom, ethics and responsibility”, “Ukraine is a member of the European and world community”, etc. The course is based on the UN Global Goals, the UN Declaration on Human Rights Education, the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, Practical Proposals for the Development of Competences for Democratic Citizenship in the New Ukrainian School, and the OSCE Guidelines on Human Rights Education for Secondary School Systems, which provides for a consensus between the national and European content of civic education. The competence approach is defined as the leading one.

The educational model, which provides for the development of democratic values, behavioral guidelines, practical skills, knowledge, mastery of which allows each individual to effectively participate in democracy, includes components declared in the Reference Framework of Competences for Democratic Culture of the Council of Europe such as: values: respect for human dignity and respect for human rights; respect for cultural diversity; the establishment of democracy, justice, equality and the rule of law; behavioral attitudes: openness to other cultures, worldviews and customs; respect; civic self-awareness; a sense of responsibility; a sense of self-importance; resistance to uncertainty; practical skills: ability to self-education; ability of analytical and critical thinking; ability to listen; observation; empathy; flexibility and adaptation; communication; linguistic abilities; ability to communicate in different languages; willingness to cooperate; ability to resolve conflicts; knowledge and their critical thinking: self-knowledge and critical self-assessment; knowledge and critical thinking of language styles in communication; knowledge of the world and its critical thinking.

Various forms of classes within the course “**Civic Education**”, interactive pedagogical technologies form in students the concept that tolerance is a necessary condition for achieving harmony in society, a component of relationships at all levels of personal, social and political life both within the country and in the system. international relations. One of the tasks of the integrated course “Civic Education” is to promote the ideas of social equality, foster a positive attitude towards those who are “different”, i.e. an inclusive approach. Inclusion is a policy and process that involves increasing participation and greater opportunities in social life and learning for all people, regardless of physiological or psychological characteristics. Inclusion helps to find the best ways to perceive human diversity, it teaches to accept differences from a positive point of view. This approach eliminates any discrimination that ensures equal treatment for all people but creates special conditions for people with special needs. Inclusion proclaims

the value of a person regardless of his or her abilities and achievements, takes into account a person's thoughts, feelings and needs, identifies his or her abilities and helps to overcome barriers that provide equal access to involvement in society.

The Civic Education course is special in that the main attention is paid not so much to the acquisition of new information by students, but to the development of skills, abilities and the formation of value orientations of man and citizen. In the process of assessing progress in the development of civic competences, it is important to adhere to such principles as respect for student dignity, transparency and clarity of assessment criteria, fairness, equality. Assessment in civic education focuses primarily on the activity component of learning, such as the ability to debate, write essays, conduct research, organize advocacy campaigns, and so on.

Assessment plays an equally key role in civic education alongside learning, as the very principles, form and process of assessment can contribute to the formation of students' civic competence. At the same time, assessment gives students the opportunity to analyze their own progress, make decisions about improving their own skills, as well as encourage them to manage their learning process – and become active citizens of a democratic society. Active participation of students in the assessment process allows turning this process into an effective learning tool.

Thus, it is not so much the final assessment (final, which allows you to assess the level of competence, such as final testing), but primarily continuous assessment (formative, which allows you to monitor the development of competencies in the learning process, such as feedback), which helps to improve the quality of the educational process and allows you to plan the trajectory of achieving educational goals in accordance with the needs and progress of each student. An effective way to involve students is self-assessment and peer assessment in the classroom – methods that allow students to take responsibility for their own learning, as well as contribute to the detailed acquaintance of students with assessment criteria, active learning.

Effective education of high school students is through the creation and introduction into the educational process of methodological tools aimed at forming their civic competence, which is realized in the active involvement of students in problem-based learning, experimentation, critical thinking, independence of judgment, creativity. The fullest possible development of civic competence occurs through learning at three levels: the acquisition of knowledge (“learning about”), the development of understanding and attitudes (“learning to develop understanding and attitudes”), and through practical experience (“learning through experience”). Students' learning activities include self-analysis, characteristics of typical life situations and identifying ways to regulate them; accumulation of communication experience; designing the process of self-improvement; holding meetings with community leaders, deputies, judges, journalists, volunteers, etc.

The organization of high school education in civic education encourages pluralism of thoughts and views, forms their critical thinking, the ability to navigate complex social processes. This process is not focused on obtaining ready-made answers by students but is aimed at the development of self-knowledge and self-education of students, their awareness of social processes and phenomena, understanding of their own life orientations on the basis of universal values. Through the organization of various educational situations, the selection of problem tasks, through which the intellectual and practical skills of high school students are formed, their civic maturity is formed. Various active and interactive teaching methods are effective in the formation of tolerance of high school students when teaching civic education, such as role-playing and business games (modeling relationships, studying situations that allow discussion of social problems and their joint solution); analysis of documents on civil issues; project design (development and implementation of student projects); discussions on current

social issues; student conferences, meetings, round tables (discussion and decision-making that determine the main activities); joint activities with the local community; online communication (discussion on the forum, blogging, posting information resources on sites, sharing project experience, etc.); organization of students' reflection (discussions, reflections, conversations, etc.). The structure of school life, the educational environment of the educational institution is an important factor on which the results of students' mastery of the course of civic education depend. After all, in school, high school students receive not only knowledge but also practical skills of everyday civic experience – partnership, mutual understanding, leadership and respect for others, an initiative in decision-making, responsibility in joint activities.

The result of the gradual and systematic introduction of new school subjects, courses of elective civic and social orientation in the educational process is that civic education in Ukrainian schools today is not limited to the curriculum – it is also organized on the basis of a school-wide approach at all levels of the educational process (education, extracurricular activities, educational environment of the educational institution, social partnership with the local community and parents) and components of the organizational and pedagogical structure of the educational institution (strategic planning, legal support, educational activities, monitoring and evaluation, personnel software).

3. Conclusion

Given the modern development of education in Ukraine, its focus on the system of European values, we can state positive changes in the introduction of the idea of tolerance in the education of Ukrainian schoolchildren. The review of the courses, in which the phenomenon of tolerance is directly related to the concepts of human rights and civic education, shows that Ukraine is going through a difficult path to the establishment of democratic values. At the same time, the research helped to identify a number of contradictions that need to be resolved in theoretical and practical terms. Let's specify them. It is necessary to find out which concepts related to the implementation of the ideas of tolerance are the basis of different pedagogical approaches and under what conditions they have the most successful functioning in the student's environment. Also, the review of courses on the implementation of the ideas of tolerance requires the development of indicators for measuring the effectiveness of their implementation, at least at the level of monitoring personal and collective perception and readiness for use in life.

Aspects of tolerance within ethics and inclusive education are expected to be thoroughly researched and covered within the framework of implementation in the Ukrainian educational space. After all, among a significant number of types of tolerance, interpersonal tolerance in the context of inclusive education and interethnic, interfaith, intercultural types of tolerance in the context of civic education have gained the greatest development in the practical plane of Ukrainian education today.

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