

DOI [https://doi.org/10.58442/2218-7650-2023-26\(55\)-50-62](https://doi.org/10.58442/2218-7650-2023-26(55)-50-62)

UDC 37.015.31 : 17.022.1

**Leyla Babayeva,**

Doctoral student of the Doctor of Philosophy program  
of Ganja State University;

Teacher of Azerbaijan University of Languages.

Baku, Azerbaijan.

 <https://orcid.org/0000-0001-7477-1738>

[l.babayeva16@gmail.com](mailto:l.babayeva16@gmail.com)

### **ACTUAL PROBLEMS OF WORK ON FORMING PEDAGOGICAL TOLERANCE IN STUDENTS**

**Abstract.** The article is dedicated to the current problems of the work on the formation of pedagogical tolerance in students. Training of students in higher education institutions as tolerant quality teachers will create conditions for those persons to feel comfortable in the audience in the future, to be loved by students, and to be satisfied with their professional activities. At the time of acquiring pedagogical tolerance, the future teacher should be tolerant, patient, encouraging, and restrained in interactions with colleagues, students, and students' parents and should follow the “Ethical behavior rules of teachers” during pedagogical activity, Teachers of the future should still stay away from the experience of intolerant communication, behavior from their student years. Pedagogical tolerance brings the teacher closer to the pupils, students, and intolerance alienates the teacher from them. Future teachers must fulfill the requirements of cooperation pedagogy. Pedagogy of cooperation provides an exceptional contribution to the formation of a culture of tolerance in students, as well as to the formation of pedagogical tolerance. This is natural. Upbringing within the framework of pedagogy of cooperation is considered not as an influence on student boys and girls, but as a dialogue between a teacher and a student. When carrying out educational and upbringing activities in the direction of the formation of pedagogical tolerance, attention should be paid to the characteristics of pedagogical communication based on love, attention, encouragement, care and patience. Pedagogical tolerance in the teacher-student relationship finds its expression in the humanistic attitude towards the students. A humane attitude towards students implies interest in their fate, trust in them, the ability to communicate with them, lack of coercion, positive incentives and tolerance for shortcomings. Democratization, humanization of the process of training and education is

possible in conditions of pedagogical tolerance. The teacher's cooperation with students can be understood as a pedagogical principle, or pedagogical method, or approach. Pedagogical tolerance is an extremely good means of achieving the goal that lies ahead, improving school life, teacher-student (teacher-pupil) interaction. The essence of tolerance pedagogy is that the teacher relies on students in the management of the educational process, considers them to be his assistants, takes into account their opinions, thoughts, wishes and suggestions in the organization of the pedagogical process, and reckons with them. In this process, the teacher works so that students are closely involved in the learning process, become full-fledged participants and organizers of the pedagogical process along with teachers. Pedagogical tolerance makes it necessary to treat the inner world of the learners carefully and with extreme sensitivity. The desires, wishes and interests, individual characteristics, skills and abilities of the student boys and girls should always be in the center of attention of the members of the pedagogical team.

**Key words:** tolerance; interpersonal relations; teacher; student; intolerance; formation; pedagogical tolerance.

## INTRODUCTION / ВСТУП

**Formulation of the problem.** Many nations and peoples live in Azerbaijan. There is mutual understanding, kindness and sincerity between them. They live and work in Azerbaijan in peaceful conditions, they consider this republic their native land. This wonderful relationship was possible thanks to the correct policy of the country's leadership, the peaceful coexistence of Azerbaijanis with other peoples, and respect for their religion and nationality. Our laws are humane and fair in relation to other religions, ethnic groups, and languages. UNESCO declared November 16 as the International Day of Tolerance. That day derives from the organization's "Declaration of principles of tolerance" in 1995. Familiarity with the existing literature shows that the term "tolerance" appeared in the Middle Ages, and from the middle of the 20-th century, it began to have an international character. This was not accidental. The importance of tolerance allows the elimination of numerous international and internal conflicts and the resolution of conflicts. Historically, Azerbaijan has always been a tolerant country from a national and religious point of view. Tolerance comes from the Latin word *tolerantia*, which means to be patient, self-restraint, restrained, patience, forbearance. There are several types of tolerance. Pedagogical tolerance occupies a special place among them. Pedagogical

tolerance is one of the necessary personal and professional qualities of a teacher.

*Pedagogical tolerance* includes the ability to accept another person (the teacher's acceptance of his colleagues, pupil, student, parent, etc.) as he/she is, to understand him/her, to sympathize with him/her, and finds its expression in open and reliable communication with those with whom he interacts on a daily basis.

Along with the concept of tolerance, there is also the concept of "intolerant". The level of intolerance is characterized by the fact that without taking into account the opinion of others, not wanting to compromise and maintain interpersonal relationships with others at the required level.

There are two directions of pedagogical tolerance.

*The first* is that the teacher shows tolerance, restraint, and patience in relation to students whose behavior is defective from an emotional point of view and who do not perform well in training. In this sense, the training of teachers should also be aimed at the formation of tolerant consciousness and thinking, the experience of tolerant behavior among students studying in pedagogical educational institutions and pedagogically oriented faculties of universities. Because in pedagogical practice, the main reason for the failure of teacher-student relations to flow normally is due to the fact that pedagogical tolerance in teachers is not formed at the proper level in a number of cases. Intolerance has a very bad effect on the effectiveness of interpersonal relationships.

*The second direction* of pedagogical tolerance is the educating of the experience of tolerant behavior in students. Therefore, the main focus in this direction at the university is the organization of tolerant relations with students of different nations and nationalities at a high level. Representatives of other peoples living in our republic – Talish, Tats, Udis, Kurds, Lezgis, Avars, Russians, Jews stood up together with Azerbaijanis when the Motherland was in danger and protected our lands.

The effectiveness of a teacher's pedagogical tolerance depends very much on his respectful behavior with students. In a number of cases, as some teachers gain experience, they develop an element of self-confidence and sometimes authoritarianism. This is undesirable.

**Analysis of major research and publications.** Dissertations containing the problem of formation of tolerance and pedagogical tolerance both in our republic and in foreign countries were defended, scientific articles, books and booklets were written. In our republic, prof. A. Abbasov conducted research on tolerance in family relations [1], I. Amiraliyeva defended his dissertation for the degree of doctor of philosophy in pedagogy [2]. R. Aslanova commented on the

philosophical-historical and cultural foundations of the tolerance tradition in Azerbaijan [3]; A. Sadigoglu [4] – brought the Azerbaijani model of tolerance to the center of attention.

In our country, pedagogical tolerance has not been the object of special research, although the problem of tolerance, tolerance in family relations, is to one degree or another. Tolerance, including tolerance of Azerbaijan are considered, by Z. Abbasov [5] – as our way of life; by Z. Bashirgizi [6] – as one of the integral aspects of our mentality.

A number of studies have been carried out in foreign countries, both in the field of tolerance and pedagogical tolerance.

### **AIM AND TASKS / МЕТА ТА ЗАВДАННЯ**

The **purpose** of the research is to identify the foundations of the organization of the process of forming pedagogical tolerance in students.

The **tasks** facing the research are:

- to clarify the theoretical issues of formation of pedagogical tolerance in students;
- to treat pedagogical tolerance as one of the important types of tolerance and one of the important professional qualities of a teacher;
- To consider the “rules of ethical behavior of teachers” as a means of forming pedagogical tolerance in students;
- to analyze existing literature on the problem of formation of pedagogical tolerance in students;
- to investigate the possibilities and ways of forming pedagogical tolerance in students during training and non-auditory events.

Success in effectively solving each of the issues discussed is manifested in the communication between the teacher and the student, in other words, in the pedagogical process itself. Consequently, there is a need for extremely important emotional nuances of the pedagogical process. This, on the one hand, affects the nature of students’ educational activities; on the other hand, the practical activities of male and female students lead to the professional satisfaction of the teacher.

Speaking about the interaction between teacher and student, first of all, you should pay attention to his ability to organize a discussion. No one doubts that this skill is very important.

The effectiveness of a teacher’s pedagogical tolerance largely depends on his respectful behavior towards students. In some cases, as some teachers gain experience, they develop an element of self-confidence and sometimes

authoritarianism. This is not advisable.

Speaking about the formation of tolerant behavior among students, it is necessary to focus on measures aimed at preventing contradictions in society, on “getting to know each other”.

As a result of targeted, systematic, continuous educational work carried out by teachers of higher educational institutions, the student understands that tolerant behavior is always necessary, especially for anyone who has chosen the teaching profession. Pedagogical tolerance is also necessary.

### **THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ**

The presented scientific ideas will enrich the theory of pedagogy with new ideas, and will allow the formation of important professional and personal qualities in students, such as pedagogical tolerance, to be based on scientific foundations. Intolerance is a negative quality. Intolerance manifested in the attitude of the teacher to the student (pupil) is manifested in a number of signs (arrogance, teacher's fascination with himself, assertiveness, seeing himself higher than the student, intimidation tactics, the desire to subjugate the student to his will without words; the fact that the student's actions take him out of himself; severe emotional outbursts (anger, hatred), teacher's nervousness; aggressiveness, habit of threatening; teacher's discouragement, discrimination; to lose his temper). The acquisition of these qualities by the teacher at the same time leads to the student becoming impatient and intolerant towards him. We can consider the “Rules of ethical behavior of teachers” approved by the Decision No. 1/2 of the Collegium of the Ministry of Education of the Republic of Azerbaijan dated November 6, 2014 as an important means of educating students in pedagogical tolerance. These “...rules” are divided into the following clauses:

1. General provisions.
2. Principles of ethical behavior and requirements corresponding to them.
3. Teacher personality.
4. Relationships.
5. Teacher's oath.
6. Ensuring compliance with the rules of ethical conduct.

When carrying work with requirements for the formation of pedagogical tolerance in higher education institutions, first, the teacher himself must read these “...rules” carefully and follow them; secondly, should achieve students' familiarity with those rules.

In the course of the study, the focus was on expressing an attitude towards the possibilities and ways of forming pedagogical tolerance in students in the learning process. The process of the teacher's activity during the organization of training is called – teaching, the student's activity – learning. The teacher's management of the pedagogical process, lectures and seminars refers to *teaching activities*. The *learning activity* includes students performing tasks, benefiting from their knowledge and information, engaging in self-education, acquiring skills and habits, and developing cognitive abilities.

What are the possibilities of the training process and exercises in this or that subject from the point of view of forming a tolerant culture and pedagogical tolerance among young students in institutes and universities? In order to clarify this issue, we reviewed subject programs and textbooks that allow the formation of tolerant thinking, tolerant consciousness, and contribute to the formation and development of tolerant culture. We got acquainted with the subject programs of higher schools in pedagogy and psychology. Individual topics of those subjects directly or indirectly have the necessary opportunities in terms of forming a culture of tolerance, including pedagogical tolerance. The teaching staff of the universities involved in the experiment paid attention to the formation of tolerant thinking and tolerant consciousness, tolerant culture in students during the teaching of relevant topics, and carried out effective measures related to the education of students in the field of pedagogical tolerance. Although there are no special topics on tolerance and pedagogical tolerance in the textbooks of pedagogy, general psychology, and pedagogical psychology, there are ample opportunities for explanations and conversations in that direction. The teachers involved in the experiment benefited from those opportunities.

Hamlet Ilyasov, head of department of Kazakh branch of Baku State University, doctor of philosophy in pedagogy, while clarifying the topic “Professional and personal qualities of a teacher”, says that the purpose of a teacher is to educate, equip students with knowledge, and at the same time influence the consciousness and feelings of students. During the training process, he/she should create a clear idea of what is good (liked) and what is bad (unpleasant, unacceptable) in the society. During the pedagogical activity, the teacher manages and controls both himself, the student, the audience and the learning process.

Pedagogical tolerance presupposes a caring attitude towards the student, acceptance, understanding and sympathy for him. Pedagogical tolerance finds its expression in open and trusting communication with students and colleagues.

Pedagogical tolerance is the ability to show someone you don't like or who you like (encouragement, restraint, tolerance and patience, acceptance and sympathy, respect and trust, kindness and hostility, attentiveness, enlightenment, politeness and impoliteness, etc.). We must also understand that tolerance is a personal and professional quality of a teacher, not a situational thing, but a working environment.

A tolerant teacher should consider the following issues:

- The student's personality cannot be humiliated, insulted or oppressed. Encouraging students to do what the teacher thinks is good makes them feel disgusted.

- Discrimination against students is unacceptable. Unambiguous, categorical assessments and incorrect comparisons of students with each other are unacceptable.

- The teacher can evaluate the actions and views of students, but not the students themselves.

- The teacher should be far from formalism and indifference, show initiative and a creative approach.

- The teacher should not allow pedagogical authoritarianism and despotism.

- It is necessary to accept the world around you as it is.

- The teacher can compare this or that student not with another student, but only with him. At this time, positive and negative situations that emerged during the learning process during the corresponding period of time are recalled.

- The student must be considered by the teacher as an equal subject of the pedagogical process.

- A teacher should always be an example of tolerance, distinguished by caring, fairness, humanity, democracy and integrity, and act as a peacemaker.

- For a teacher, the student's personality should be the goal, object and result of teaching activity.

- The teacher's facial expression should not be gloomy or angry. There is nothing more unpleasant than such a look.

- If other people do not agree with the teacher's ideas, this does not mean that they are wrong or against the teacher.

- It is necessary to be tolerant, encouraging and restrained towards the shortcomings or weaknesses of a person.

- When a teacher makes a mistake towards a student, he must admit it.

In terms of the formation of pedagogical tolerance in students, the subject

of psychology also plays a unique role. On discipline, “Social relations and personality”, “Personality and activity”, “People's perception and understanding of each other”, “Self-awareness”, “Self-esteem and level of assertion”, “The role of communication and interaction in personality development”, “Dynamic characteristics of behavior”, “Interrelationships and communication of people” and other topics are typical.

Commenting on the possibilities and ways of forming pedagogical tolerance in students during events outside the auditorium was one of the tasks facing the research.

At the event on “Professional and personal qualities of a teacher” at the Gazakh branch of Baku State University, the problem “Can girls be friends with boys?” has also been in the spotlight. When talking about this issue, the following example was mentioned. *Confession of a student*: “I was friends with a boy in our class. One day we came to school after class. We were preparing the materials for the next wall newspaper. As soon as one of the teachers saw us, said: “What are you doing here? Just go home! Shame on you!”

We went. However, I still don't understand why "shame on you" was said.

*Students express their attitude*: The teacher is impatient. Without thinking, without getting to the essence of the matter, gives an incorrect attitude to it. In itself, this attitude is offensive and unpleasant. It casts a shadow on the clean, pure relationships of boys and girls.

Other forms of extracurricular work are used – conversation, discussion, debate, thematic evening, competition, student conference, theater, viewing of television performances, films, exhibitions, and others. In the events, the essence of the concepts of “tolerance”, “pedagogical tolerance”, and “intolerance” is clarified. It is pointed out that tolerance is a positive quality and intolerance is a negative quality. Pedagogical professionals who cannot suppress their anger and anger when they are angry and mad become the object of criticism. Every teacher should have such important personal and professional qualities as pedagogical tolerance. A teacher must always observe pedagogical tact – politeness and wisdom, ethical behavior rules, be enlightened, respect the honor and dignity of the student, treat him/her politely, especially establish teacher-student relations. Pedagogical wisdom is the basis of a teacher's pedagogical skill. When talking about the teacher's pedagogical knowledge, the following comes to mind: kindness, observation; care, attentiveness; respect and demand, trust; justice; patience; restraint; good behavior, protection of honor and dignity, kindness; sociability, etc.

Using new methods, the teacher ensures the cognitive activity of students,



develops their ability to think independently. The teacher must perceive the learner as a person, cannot use words and actions that humiliate the honor and dignity of a boy or girl. The pedagogical benefit of the correct construction of communication between the teacher and the student is that young boys and girls do not feel alone in educational institutions, they see that they are surrounded by care, which increases their interest in learning and obtaining a specialty, and their worldview expands. If the teacher treats students rudely, behaves carelessly, that is, does not choose the right pedagogical approach, a conflict arises between him and the student. For the formation of pedagogical tolerance, the teacher and student:

- must treat each other with respect, maintain each other's authority;
- the teacher must be able to control his behavior and actions;
- the teacher must have meaningful communication, both verbal and non-verbal;
- must have the ability to listen to the student, understand him and work together;
- the teacher must be attentive and sensitive, take into account the current state and mood of students;
- the teacher and the student must try to make joint decisions by general agreement;
- the teacher must regularly analyze communication and relationships with students and draw appropriate conclusions;
- they must trust each other;
- if students find it difficult to communicate, cannot answer, the teacher must provide them with the necessary assistance, etc.

## **RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ**

Used *research methods*: theoretical analysis and composition, pedagogical observation, interview, conversation, mathematical-statistical methods, pedagogical experiment.

## **RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ**

- The problem of formation of tolerance in students has been the object of special research both in our republic and in the CIS countries. These studies are noteworthy in several ways. First of all, we can note that these studies cover general education schools, higher and secondary specialized schools. In addition, it includes different age groups.

- Due to the lack of research on the problem of the formation of pedagogical tolerance among students in foreign countries and the absence of research object of this problem in our republic, it has become necessary to study the problem of pedagogical tolerance by us.

- Pedagogical conditions were determined based on the summation of the results of theoretical and experimental research. Compliance with them helps in the formation of pedagogical tolerance in students.

- Pedagogical tolerance is an effective means of preventing and resolving conflicts that have arisen in teacher-teacher, teacher-student, teacher-parent interactions.

- Tolerance is a positive quality, intolerance is a negative quality. Every teacher should be tolerant, learn pedagogical tolerance.

- Intolerance is a quality unbecoming of a teacher. Intolerance leads to mistakes in mutual relations with students. It hinders the effective establishment of teacher-student, teacher-student relations. It causes discontent among the educated. Intolerance is a behavior contrary to pedagogical cooperation.

- The research shows that a tolerant educational environment should be created in higher schools so that here, students will learn to live in peace, agreement and solidarity with themselves and the people around them, they will have skills to resolve conflict situations and effective communication methods.

## **CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ**

The following suggestions can be made regarding research:

1. Considering the urgency of the problem, it is expedient to continue the study of pedagogical tolerance.

2. In order to provide practical help to pedagogical teams, it is expedient to publish educational and methodological materials related to pedagogical tolerance.

3. It is useful to include the subject "Pedagogical tolerance" in the curriculum of higher educational institutions.

Acquaintance with "The rules of ethical behavior of teachers" is an important means of forming pedagogical tolerance in students. Students, being familiar with these ethical rules, pay attention to their behavior and actions, try to build interpersonal relationships, teacher-student, teacher-pupil relationships correctly. The teacher's oath – creates a demand for pedagogical tolerance in them. The possibilities of the training process in the formation of pedagogical

tolerance in students are wide and its role is great. Topics in pedagogy, psychology, pedagogical psychology disciplines – help in the formation and development of tolerance and pedagogical tolerance in students.

Systematic, purposeful and consistent extracurricular activities help students acquire pedagogical tolerance. Lectures and conversations, discussions and debates, competitions, thematic evenings, student conferences, etc. allows students to acquire a tolerant culture, to develop pedagogical tolerance in them. Creation of pedagogical situations during non-auditory events and students' reactions to those situations are effective forms of work.

**Prospects for further research in this direction.** Systematic, purposeful and consistent extracurricular activities help students acquire pedagogical tolerance.

#### REFERENCES (TRANSLATED AND TRANSLITERATED) / СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

- [1] A. N. Abbasov, *Ailə pedaqogikası*. Bakı, Azerbaijan : Mütərcim, 2019.
- [2] İ. B. Əmirəliyeva, *Ali məktəb tələbələrində tolerantlığın formalaşdırılması*. Bakı, Azerbaijan : Mütərcim, 2016.
- [3] R. Aslanova, «Azərbaycanda tolerantlıq ənənəsinin fəlsəfi-tarixi, mədəni əsasları», *Azərbaycan*, 1 noyabr., s. 6, 2014.
- [4] A. Sadıqoğlu, «Tolerantlığın Azərbaycan modeli haqqında düşüncələr», *Respublika*, 30 noyabr., s. 6, 2010.
- [5] Z. Abbasov, «Tolerantlıq – Azərbaycan cəmiyyətinin yaşam tərzidir», *Respublika*, 14 may., s. 3, 2014.
- [6] Z. Vəşirqızı, «Tolerantlıq mentalitetimizin ayrılmaz cəhətlərindəndir», *Xalq qəzeti*, 18 yanvar., s. 2, 2007.

#### АКТУАЛЬНІ ПРОБЛЕМИ РОБОТИ З ФОРМУВАННЯ ПЕДАГОГІЧНОЇ ТОЛЕРАНТНОСТІ В УЧНІВ

**Бабаева Лейла Фуад гізи,**  
докторант програми доктора філософії  
Гянджинського державного університету;  
викладач Азербайджанського університету мов.  
Баку, Азербайджан.

 <https://orcid.org/0000-0001-7477-1738>  
[l.babayeva16@gmail.com](mailto:l.babayeva16@gmail.com)

**Анотація.** Статтю присвячено актуальним проблемам роботи з формування педагогічної толерантності в учнів. Підготовка студентів у закладах вищої освіти як толерантних якісних викладачів створить умови для того, щоб вони у майбутньому почувалися комфортно в аудиторії, щоб їх любили студенти та отримували задоволення від своєї професійної діяльності. У період набуття педагогічної толерантності майбутній учитель має бути толерантним, терплячим, підбадьорливим, стриманим у спілкуванні з колегами, учнями, батьками учнів, дотримуватись «Правил етичної поведінки вчителя» під час педагогічної діяльності. Педагогічна толерантність зближує вчителя з учнями, студентами, а нетолерантність відчужує вчителя від них. Майбутні вчителі мають виконувати вимоги педагогіки співробітництва. Педагогіка співробітництва забезпечує винятковий внесок у формування в учнів культури толерантності, а також у формування педагогічної толерантності. Це природно. Виховання в рамках педагогіки співробітництва розглядається не як вплив на учнів і студентів, а як діалог між учителем і учнем. Здійснюючи освітню та виховну діяльність у напрямку формування педагогічної толерантності, слід звертати увагу на особливості педагогічного спілкування, заснованого на любові, увазі, заохоченні, турботі та терпінні. Педагогічна толерантність у стосунках «учитель – учень» знаходить своє вираження в гуманному ставленні до учнів. Гуманне ставлення до учнів передбачає інтерес до їхньої долі, довіру до них, уміння спілкуватися з ними, відсутність примусу, позитивних стимулів і терпимість до недоліків. Демократизація, гуманізація процесу навчання і виховання можливі в умовах педагогічної толерантності. Співробітництво вчителя з учнями можна розуміти як педагогічний принцип, або педагогічний метод, або підхід. Педагогічна толерантність є надзвичайно добрим засобом досягнення поставленої мети, покращення шкільного життя, взаємодії вчителя – учня (учитель – учень). Сутність педагогіки толерантності полягає в тому, що в управлінні навчальним процесом учитель спирається на учнів, вважає їх своїми помічниками, враховує їхні думки, думки, побажання та пропозиції в організації педагогічного процесу, рахується з ними. У цьому процесі вчитель працює так, щоб учні були тісно залучені в освітній процес, стали повноправними учасниками та організаторами цього процесу поряд з учителями. Педагогічна

толерантність зумовлює необхідність дбайливого і гранично чуйного ставлення до внутрішнього світу учнів. Бажання та інтереси, індивідуальні особливості, уміння та навички учнів та студентів завжди мають бути у центрі уваги членів педагогічного колективу.

**Ключові слова:** толерантність; міжособистісні стосунки; викладач; студент; непереносимість; формування; педагогічна толерантність.

#### **REFERENCES (TRANSLATED AND TRANSLITERATED)**

- [1] A. N. Abbasov, Family pedagogy. Baku, Azerbaijan: Translator, 2019.
- [2] I. B. Amiraliyeva, Formation of tolerance in higher school students. Baku, Azerbaijan: Translator, 2016.
- [3] R. Aslanova, "Philosophical-historical, cultural foundations of the tradition of tolerance in Azerbaijan", Azerbaijan, November 1, p. 6, 2014.
- [4] A. Sadiğoğlu, "Thoughts about the Azerbaijani model of tolerance", Republic, November 30, p. 6, 201.
- [5] Z. Abbasov, "Tolerance is the way of life of Azerbaijani society", Republic, May 14, p. 3, 2014.
- [6] Z. Bashirgizi, "Tolerance is one of the integral aspects of our mentality", Xalq newspaper, January 18, p. 2, 2007.

*Стаття надійшла до редакції  
20 листопада 2023 року*