Problem statement. Tolerance of the individual is one of the challenges nowadays. Scholars and practitioners of various social institutions are engaged in solving this issue. Important role in its solution belongs to the teacher being the main carrier of the ideas of peaceful coexistence in the international society. In terms of education, modernization of new social role of a teacher lies in the readiness for bringing up young people in the global democratic environment.

In a multicultural society it is the teacher who is to initiate the active support of a cultural dialogue through which students would be able to discover the essence of others, discover themselves through comparison and interaction with others, acquire the skills in empathy and practical cooperation between different ethnic groups. The role of the teacher on the educational level is equally important - to serve as a bridge between ideas of a fundamental principle of political strategy - peaceful co-existence between states, countries and people, rejecting any military solution of ethnic and religious conflicts.

Due to expansion and deepening of human communications there is a growing need in the formation of personality, able to build this relationship on the principles of tolerance: respect, acceptance and understanding of the diversity of our world’s cultures, forms of expression and ways of being human, harmony in diversity. [5] Development of the global information environment of a teacher confronts the task of forming the younger generation’s ability to live and work in a fundamentally new environment based on the principles of tolerance, understanding and cooperation.

In this regard, there is a search for technological training - training that would prepare future teachers to work in the multicultural world of today.

In our opinion the design method of training is effective in preparing future teachers for the formation of inter-ethnic tolerance within the university training of students, as a student is engaged in active participation in public life and learns professional competence through direct action. Awareness of the need to prepare future professional to educate pupils in ethnic tolerance is built not only during the theoretical training, but also when the future teacher learns to perceive and understand the diversity of the world cultures, forms of expression and ways of being human in daily life. Professional outlook, skills in interaction, independent judgment, critical thinking, boldness in action and reflexivity are formed directly in such activities. As a result, future professionals form a base of knowledge, skills and personal qualities that define their professional competence.

Analysis of recent research and publications. The issue of individual tolerance is related to the current scientific and educational community, world and national levels. Among contemporary research in Ukraine major fundamental achievements in this direction have been studied by O. Bezkorovayna, I. Beh, V. Kremen, M. Fitsuly, A. Shvachko.

Strategic directions of tolerance in education are determined by O. Savchenko. Pedagogical aspects of this issue are highlighted by Sukhomlinskyi, characterizing features of modern transformational changes in education as a social process.

The scientist notes that tolerance in the current context of education should be seen as a general methodological approach.

The founder of the concept of multicultural education is the American scientist D. Banks.

The European scientific world is actively seeking for coexistence of different people. The developers of intercultural pedagogy (G. Esinher, A. Thomas, L. Ekstrand) are among its representatives.

The study of the scientific achievements made by foreign scientists contributes to the deepening and expansion of theoretical and practical experience of tolerance of future teachers.

Gaining practical experience in training future teachers to promote ethnic tolerance among students, as has been noted above, can be carried out efficiently through the use of project-based learning.

A project is everything that is made up or planned. Project (derived from Latin, means “thrown forward”) is conceived as a prototype of the object. In World Encyclopaedia this phenomenon is interpreted as a “prototype, the prototype of the object offered. Development of the project requires, first of all, knowledge about the objects of design, functions and operations of environmental activities (reality), virtually introduced transformed objects; secondly - knowledge, techniques and tools of conceptual design as a specific form of activity” [4, c. 234].

As stated by O. Korzh the project work contributes to students’ tolerance (tolerance to another person, understanding that all people are unique individuals, that everyone is has the right
for own opinion), empathy (the ability to see the “ties” between all members that comes forward during comprehension of “identical” experience of human problems, the ability to express oneself and the relationship to other person, the ability to convey understanding, feelings or internal situation to a partner (“the way of existence with others”) [6].

This method takes on new goals, objectives, content and consequently - the results.

Among the educational projects that contribute to preparing students for the formation of inter-ethnic tolerance there are: “We are different, we are equal”, “Formation of intercultural tolerance of the individual in the context of youth subcultures”, “Europe Day”, etc. In relation to methodological training of future teachers to educate students on ethnic tolerance we offer the project “Learning to nurture tolerant personality”.

Aim: practical training of future teachers to educate the pupils on ethnic tolerance.

Usage of project method will provide: deepening and broadening of knowledge of future teachers on tolerance as a universal value and mechanism of international communication; the formation of interest in this type of activity; development of skills in planning, organizing and predicting the results; development of skills in diagnosing the level of formation of tolerant behaviour of pupils. Duration: 2 - 3 months.

Results of the project: presentation of the project by the methodical association of class teachers.

Terms of the project:
1) Forming ethnic composition of pupils in the class by students;
2) Study of ethnic and cultural history of the future expert representatives of the nations;
3) Development of goals, objectives, content and methods of educating the students on ethnic tolerance;
4) Presentation of the method of forming inter-ethnic tolerance in pupils;
5) Study the impact of the project;
6) Presentation of the project by the methodical association of class teachers;
7) Gaining experience in formation of ethnic tolerance by future teachers.

Stages of the project:
1. Preparation (selection of methods for the examination of problems);
2. Examining the ethnic composition of pupils group and the level of tolerance relations;
3. Examining the issues of ethnic relations in the student group;
4. Examining the formation of parents' tolerance;
5. Development of methods of influence on the system settings of the pupil;
6. Presentation of the project to the school by the methodical association of class teachers;
7. Evaluation of the project.

At the preparatory stage the theoretical training of project participants is provided: the selection of methods determining the level of formation of tolerant relations of pupils; methodical selection of educational, encyclopaedic and regional literature; conducting the workshop that would stimulate students to work on the project; a series of exercises related to ethnic and linguistic tolerance; the formation of impartiality and the ability to overcome stereotypes of teachers and pupils.

At the stage of studying the ethnic composition of the pupils group, students-participants of the project are provided with training on drafting questionnaires, interviewing training; they work with the motivation framework and receive consultations on the collection and analysis of information.

Students identify possible areas of work (history of settlement in the land, geographical origins of residents in the history of displacement, traditions and customs, food, clothing, household items, education traditions, family values, traditional medicine, etc.). An important task at this stage is that students are learning to analyze, systemize and create a portfolio, artefacts and so on.

An important step in the student’s work on the project is determining the level of formation of parents' tolerance. The next step: students develop a set of methods to affect the installations of the pupil.

Students receive consultations on building motivation of pupils for their support during the project.

– Creating conditions for self-assertion, self-learning;
– Underlining the importance of students;
– Selection of responses to the success in work.

An important condition for the effectiveness of the project method is the procedure of reflection. During the reflection, students discuss reaching of their goals and analyze the group relationships.

Application of the project will encourage:
1) Formation of professional skills in the field of training of future teachers with the formation of ethnic tolerance in pupils;
2) Development of balanced problem solutions and skills related to solving problems of tolerant relationships between different nationalities;
3) Development of skills in reflection.

References:

Information about authors:

Irina Zalyesova - Postgraduate Student, Vinnytsia State Pedagogical University named after Mikhail Kotsyubinskii; address: Ukraine, Vinnytsia city; e-mail - zironka79@mail.ru
