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**PSYCHOPEDAGOGICAL VALENCES OF INITIAL
TRAINING OF TEACHERS FOR THE EDUCATION
OF TOLERANCE IN STUDENTS**

ABSTRACT

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CONCEPTUAL FUNDAMENTALS OF THE RESEARCH

Topicality of the theme and research relevance. The democratization and globalization of modern society at the social, political and cultural level of the last decades has generated new research directions for identifying new resources as a means and purpose of improving the professional training of teachers: Nieto S. & Bode P. [42], Vrăsmaș E., Nicolae S. & Vrăsmaș T. [29], Nedelcu A. [19, 20]). The universal human and children's rights, the free personal and professional development of the individual represents the nucleus of the educational policies in Romania, stipulated in the Law of national education [50].

Although it is the largest minority in Romania, after the Hungarian one, the Roma minority still has a weak representation in public institutions and low power to introduce specific issues on the public agenda; most of the representatives of this ethnic group still face important difficulties, formulas such as exclusion, social and cultural marginalization, discrimination becoming almost a common place in the description of the situation of the Roma minority. The problems related to the education of Roma children can be seen from several perspectives: in socio-economic terms, the poor school participation of Roma children can be explained as a direct consequence of the poverty in which a large part of this population finds itself; the culturalist approach explains the reduced school participation of the Roma through cultural differences, through their different lifestyle, namely, the reduced participation in schooling would represent a form of resistance of the Roma to cultural assimilation; we should also mention the tradition according to which the marriage of girls at an early age is considered, in Roma culture, a way to protect them, although studies blame the perpetuation of this tradition on the lack of education and precarious financial conditions; a third type of approach aims at institutional failure, trying to explain the reduced school participation through the characteristics of the organization of the education system and the deficiencies of the promoted educational policies. Poor participation in education, low level of education and illiteracy are manifested negatively in terms of Roma personal development, life chances, opportunities for social mobility and, last but not least, the possibility of full exercise of civil rights. In this context, we consider that stimulating the participation of Roma children in education is a priority in solving the social problems faced by this ethnic group.

The present research targets Roma students in Romanian schools in terms of: attitudes towards them of teachers, school management and classmates, parents, but also their attitude towards the actors involved in education already mentioned; the interaction of children of different ethnicities in school and the classroom, especially of two ethnic groups in Romania: the Roma ethnic group and the Romanian ethnic group.

In this context, there is a need, globally and in Romania, for teachers trained, both professionally and emotionally, to take into account the particularities of the young generations they educate, general characteristics that can characterize an entire generation (ideology, mentalities, ways of spending time), and individual

characteristics, at the level of the individual (ethnicity, gender, special requirements) in the instructive-educational act that involves the transmission of knowledge but also the construction of relationships based on empathy, respect mutual aid, acceptance of differences between individuals. The need to improve the education system by increasing the quality of teacher training remains current and urgent; one of the defining elements of this quality is, today, the training of teachers to work with students from different socio-economic-cultural backgrounds.

The topicality of research on tolerance as a key value/ concept in intercultural education and as an attitude of teachers/ students is determined by the need to create conditions for the harmonious coexistence of people, cultures, communities, which would ensure the efficiency of society in general.

Description of the situation in the field of research and identification of research problems. The modern concept of education for tolerance has been theorized by representatives of different schools and scientific currents since ancient times; there are known results of research on tolerance in various fields, materialized in: sociological theories (E.Durkheim); the theory of social interaction (T.Felson); conflict theory (M.Weber), frustration-aggression theory (S.Dollard, M.Berkowitz); theories of education - the theory of constructivism (P. Bourdieu); the theory of emotional culture (Ch.Darwin, P.Ekman), the theory of affective maximization (M.Hammond); the theory of emotional discipline (Ch.Manz); the theory of education based on emotional intelligence (D.Goleman); the theory of tolerance pedagogy (L.Țurcan, E.Gray); emotional work theory; the theory of emotional culture, the research methodology and the technology of the development of emotional culture, the theory of the pedagogy of emotional culture (D.Chabot, M.Cojocaru-Borozan).

The epistemological basis of the research is represented by the main theories in the field of tolerance pedagogy: Voltaire's vision on social tolerance (Simon, 2000); psychophysiological tolerance (Kuhn, 1999); interpersonal tolerance (Thomae, M. Birtel M.D. & Wittemann, J. [46], Tucicov, 2001; Cara, 2011); interethnic tolerance, Reardon B. [23]; religious/ interfaith tolerance (Macavei, 2004; Goraș-Postică V. [11]; gender tolerance, Handrabura L. [17]; political and ethnic tolerance (Guzun, 2005); communicative tolerance Cramarenco C. [8]; pedagogical tolerance Țurcan L. [28]; pedagogy of positive tolerance (Loewen, 2013; Pâslaru Vl. [21, 22]; tolerance as a drift of the person's identity, Pâslaru Vl. [21, 22]; culture of family tolerance (Cuznețov, 2013); education for tolerance (Stan, 2005; Țurcan, 2014); stress tolerance (Balțat, Șova, 2014); research related to preparing students for pedagogical activity (Cojocaru-Borozan, 2010; Dandara, 2012); theory of pedagogical skills training in institutions of higher education [9], works on self-education, self-determination, self-development, self-realization (Bucun, 2004; Bolboceanu, 2007), university curriculum theory (Guțu Vl. [12], Pâslaru Vl. [21, 22], Dandara, 2012); psycho-pedagogical theories of individual development (Piaget, 1972; Vâgotski, Leontiev, Petrovski, 1984); the scientific works of the representatives of humanistic and psychological pedagogy (Maslow, Rogers, Burns, Korczak, Freinet).

There is an urgent need today to analyze the educational crisis regarding the training of teachers to be prepared to address the problems characteristic of the contemporary education process; one of these challenges is the development of the educational process in schools and classrooms, groups of students characterized by cultural diversity; thus, today's and tomorrow's teachers must be able to apply an intercultural and cultural approach in the teaching-learning-assessment process for the optimal development of the educational act; also, the intercultural approach of the educational act must be based on an internalized dimension by teachers that contains general human values (humanity, creativity, spirituality and freedom), the desire for personal and professional self-development: Antonesei L. [1], Bârzea C. [2], Salat L. [25], Salgur S. A. [44], Tiedt P. L. & Tiedt I. M. [45]. In this context, it is first required to identify the ability of students following training programs for teaching career to approach the educational act in a way that successfully meets the requirements of diversity that characterize student groups today.

Regarding the approaches from contemporary research initiatives, they aim at: the methodical, logical approach of the initial training of teachers, ensuring a superior quality of the educational process by approaching it from the perspective of the associative paradigm, the qualitative higher education process will be characterized by self-organization, openness, complementarity, subjectivity; course materials and applications in higher education must be organized from a semiotic perspective, allowing a greater degree of meaning and communication of contents; initial teacher training must be based on integrative models as a scientific and pedagogical basis, in order to be able to train teachers able to successfully address the work with the group of students characterized by cultural diversity and the challenges associated with this diversity. The accentuation of this aspect and the insufficiency of a theoretical approach also argue the formulation of the **research problem**: capitalizing on the social, psychological and pedagogical foundations in the initial training of teachers from the perspective of the education paradigm for tolerance as a determining factor in ensuring the quality of pedagogical education.

The **object of the research** is the process of training students/ future teachers for educating tolerance in primary school students.

The **aim of the research** consists in: establishing the psycho-pedagogical foundations of initial teacher training for the education of tolerance in students. Specifically, it materializes in the elaboration of a theoretical and action model for achieving intercultural education focused on promoting the tolerant attitude with applicability in university education.

Research objectives:

1. Analysis of the theme of tolerance as a human value and of the issues associated with teacher training from this perspective, through a multidirectional approach.
2. Establishing the conceptual basis for the initial training of teachers in order to assume a tolerant attitude but also to form tolerance in students.
3. Highlighting the characteristics that define the psycho-pedagogical context of teacher training by relating to the paradigm of education for tolerance.

4. Creating the two-dimensional psycho-pedagogical model of initial training of teachers for their empowerment in order to apply the approach of an education for tolerance to the entire instructive-educational process carried out.
5. Experiencing the two-dimensional psycho-pedagogical model of initial teacher training through the academic course Intercultural Education for Tolerance Values .

Research hypothesis. The advantages of training students / future teachers for the formation of tolerance attitudes in students in school are ensured by the existence and application of a theoretical and praxiological model for preparing students to build tolerance at primary school pupils; a two-dimensional psycho-pedagogical model of teacher training will be designed to educate tolerance in primary school students.

Synthesis of the research methodology and justification of the chosen research methods. The complexity of the analyzed scientific material, the purpose and the objectives advanced generated the use of the following research methods: *theoretical*: review and analysis of the methodological, psychological, philosophical and pedagogical literature related to the research topic; application of analogies, generalizations, syntheses, interpretations, modeling to the empirical material; *empirical*: observation, survey, testing; conversation, interview, expert evaluations, experiment; *statistical-mathematical* methods of data processing.

THESIS CONTENT

In the **Introduction** there are argued the topicality and importance of the research topic, the research problem and the proposed solution, the purpose and objectives of the research are specified, the research hypothesis, the synthesis of the research methodology and the justification of the chosen research methods are presented.

Chapter 1 ***"Theoretical approaches to preparing students for educating tolerance in primary school students"*** includes the analysis of the evolution of the term tolerance and, especially its position as a dimension in intercultural education, and the peculiarities of forming tolerance in intercultural context, along with mechanisms for tolerance training in primary school students.

The theoretical bases of *education for tolerance* were substantiated in the psycho-pedagogical plan based on some approaches, such as: axiological (Pâslaru, Cristea, Pichiu and Albuț); psychological-social (Racu, Cristea); constructivist (Joița E. [18]); humanistic pedagogy (Handrabura L. [17]). All these approaches support the idea that the individual is formed and evolves in the process of activity and communication with other people, and these interrelationships between different individuals generate specificities of activity and communication. Based on these interactions, which can be work, play or learning, personality traits evolve; thus, the personality is constantly changing.

The approach to changing the attitudes of tolerance of teachers and students towards Roma students, but also of Roma students towards Romanian students, involves taking into account the concept of *ethnic identity*. *Ethnic identity* is a part

of social identity that must be understood as a representation of man about himself as a member of the ethnic group, being determined by the emotional and axiological significance of the individual: Caunenco I. [4], Silistraru N. [27, p. 75]. In the educational context, ethnic interaction acts as an integrating factor: there is a dependence between the level of social development of the ethnic subject and the form of organizing its interaction with other subjects; thus, it is assumed that there is an intermediate psychological factor that can become an integrator of interpersonal relationships in the process of ethnic interaction; this factor is called the social orientation of the ethnic subject and represents the social-psychological basis of his activity (Pâslaru Vl. [21, 22], Rus C. & Bota O. [24]).

The three-dimensional definition of attitude has heuristic value because it can guide the educational approach to training and changing attitudes through methods and techniques aimed at emotional, cognitive and behavioral characteristics of the target attitude. According to the three-dimensional definition, attitude involves three components: (a) a cognitive component or a belief; (b) affective reactions or emotional component; (c) behavioral reactions or the conative component (Katz & Stotland, 1959; Krech & al., 1962; Cook & Selltitz, 1964; Shaw & Wright, 1967; Greenwald, 1968: 363; Henerson, Morris & Fitz-Gibbon, 1987; Summers, 1970: 2, Callo, T. [3, p.74]. Interethnic attitude is defined as “an attitude that a person has toward some or all members of an ethnic group, provided that the attitude is influenced in some measure by knowledge (or presumed knowledge) of some or all members of the group” (Harding et al., 1968: 3). The components of the inter-ethnic attitude, described by Jackman (1977) are: beliefs, behavior orientation and affect.

There are three main approaches that explain how prejudiced attitudes in children are formed: emotional maladjustment, social reflection and socio-cognitive development. The most useful theories that can support us in explaining the appearance of prejudices against other ethnicities in children are represented by: social identity theory (SIT - Tajfel & Turner, 1979) and a more recent reformulation of it, the self-categorization theory (Hogg M. A. & Abrams, D. [39]). Research on this issue also generally focuses on children in the majority group, as they most often show an attitude of intolerance and prejudice towards children from the ethnic minority group (Verkruyten & Masson, 1995; Aboud F. & Doyle A. [30]) We will describe each of these approaches and theories below. Subsequently, the theory of social identity was developed which is more comprehensive and takes into account the influence of social-motivational factors in the emergence of prejudiced attitudes in children.

One of the most complete models that explains the development of prejudice in children is the one developed by Nesdale (Nesdale D. et al. [40], Nesdale D. & Pelyhe H. [41]), a model based on the theory of social identity. According to the theory of developing the social identity of prejudices developed by Nesdale, children who manifest ethnic prejudices go through four successive phases of development (non-differentiation, ethnic awareness, ethnic preferences, ethnic prejudice). The phases are differentiated in terms of the behaviors that characterize them and the events that precipitate changes from one phase to the next. Further research is needed

to identify the mechanisms of attitudes in children, but based on existing research, we can draw several directions for an educational intervention to change attitudes. Thus, the school age specific to primary education (6/7 - 10-11 years) seems appropriate for educational intervention focused on the formation of certain attitudes. The most circulated psychosocial theories of attitude change are: behaviorist theories, thought action theory (Ajzen I. & Fishbein M. [31], Fishbein H. D. & Imai S. [37]), based on the behavioral intention generated by the attitude towards a certain behavior; dual process theory and the elaboration probability model (Petty & Cacioppo, 1981) according to which persuasion can be achieved on a central or peripheral route; the dormant effect that occurs due to a process of dissociation between source and message, installed over time; the theory of staged change of attitudes focused on the staging of the process of attitudinal change (the stage of meditation followed by the stage of the actual action); active participation with the techniques described above (role play, interpersonal contact, counter-attitude behavior and choice behavior). The theories listed above trace the stages of the attitude change approach, an approach seen as an attempt to restore the disturbed and / or lost balance; the main technique for influencing / changing attitudes is persuasion / persuasive communication (Callo T. [3]).

The approaches, information and arguments presented in this section of the thesis highlight the complexity of forming attitudes and internalizing values. It is also concluded that the formation, modeling of attitudes is a complex process and the assumption of this goal as the end of an educational intervention must be made in correlation with an early age of the learner, for the desired results. Chapter 1 concludes with theoretical conclusions as a basis for further research.

Chapter 2 "***Conceptual and methodological approaches for training students - future pedagogues for educating tolerance in primary school students***" aims to highlight the conceptual landmarks (philosophical, social, cultural and intercultural, psychological and pedagogical) regarding the organization of initial teacher training. Also, the theoretical and practical foundations are elaborated for the two-dimensional psycho-pedagogical model of training students/ teachers for educating tolerance in students with emphasis on two axes of intervention: preparing students in terms of tolerance education versus educating intercultural tolerance in students. The developed model includes: general requirements of the system that are reflected in the directions assumed as a basis for the initial training of teachers for tolerance education; the psychological and pedagogical peculiarities that outline the way of designing the initial training of teachers for educating tolerance in students.

The two-dimensional psycho-pedagogical model of initial teacher training for educating tolerance in students manifests two essential functions: cognitive function, by the fact that it is a tool of knowledge; the formative function, by the fact that it is a training tool.

Conceptualizing the preparation of students - future teachers - for the formation of tolerance in students, is a set of steps and a two-dimensional process of establishing theoretical landmarks for regulating / complementing the academic curriculum from the perspective of training those skills, on the one hand, and

capitalizing on these competencies in pedagogical internships, on the other hand. Following the analysis of different approaches to tolerance (Goraş-Postică V. [11] Cojocariu, 2006; Cucuş, 2008; Pâslaru Vl. [21, 22], Guţu Vl. [12], Guţu Vl. [13], Guţu Vl. & Lefter L. [14], Cramarenco C. [8]) we formulated a definition of tolerance as an attitude that is to be formed/ developed in students/ future pedagogues and pupils in primary classes. Tolerance is the attitude of accepting, without judging or criticizing, the diversity of ideas, opinions, beliefs, people, minorities, races, policies, lifestyles, etc. different from ours and with which we disagree. Tolerance is that positive attitude of recognition and defense of the universal human rights of everyone, because under no circumstances can the violation of these fundamental rights be justified. Manifested in concrete terms by behavior, tolerance allows us to live in peace with others, socially or individually, especially with those who do not resemble us. Lack of tolerance leads to wars between religions, between cultures, between races. Tolerance in attitude and behavior provides the necessary basis for respect for human rights, pluralism, democracy, voluntary observance of the law. Lack of tolerance leads to a society controlled by dogmatism, absolutism, the law of the jungle, conformity and coercion. The fundamental difference between tolerance and indulgence consists in the fact that indulgence could be seen as an excess of tolerance, in the sense that, out of the desire not to injure anyone's specificity, it is allowed, in the name of tolerance, to violate any moral principle.

The *culturological approach* to tolerance education and student training from this perspective involves directing the educational components to culture and man: the human being is seen as a cultural being, creator of culture, but also defined by culture and evolving through culture. Tolerance education is one of the most successful approaches to achieving the goal of student development as a cultural being because its essence is to promote diversity, flexibility, variability, freedom to choose learning methods and content according to the interests, abilities and needs of students in the view of individualization, differentiation of the educational instructional act. In the education system and within the educational act, the cultural approach as a framework for the implementation of education for tolerance conveys: an open, positive attitude that approaches the child as a subject of life and, implicitly, the student as a subject of learning, this subject being a continuous process of cultural self-development and self-change; an attitude regarding the teacher as a mediator between the child and culture, a guide, help and support for the student in his process of personality development and evolution as a cultural being, self-identification with a set of cultural values and assuming these values; an attitude that regards the education process as a cultural process activated by the search for personal meaning, the construction of a dialogue and the cooperation of the members of the student group viewed as a group / community, a process whose objective is all the student's cultural progress; the school is seen as an integrative cultural and educational space, defined by the presence of cultural dimensions of life, cultural events; in this space, both adults and children evolve as cultural beings. Tolerance being an expression of a culture, but also of the intercultural framework, we consider that it is an indicator of education in general and of the relations between people of different cultures.

The *philosophical approach* regarding the education of tolerance and the training of students from this perspective brings to the fore new approaches, from several perspectives: from the perspective of the theory of knowledge; from the axiological/ value perspective (tolerance being a human value).

From the perspective of the theory of knowledge, the appeal to philosophy allows pedagogy to acquire its theoretical consistency and practical efficiency; to educate means to make sense; one of Socrates' messages is that every individual must have in his hand the instrument of meaning in order to open himself to knowledge, a tool valid for both the teacher and the student; each student must be helped to access meaning, to succeed, and for this, he must be taught how to do: Truth, Education, Freedom, Beauty, Justice, Good, etc. are the values that guide the individual through the labyrinth of life (Cojocariu, 2008: XI). From the axiological perspective, the philosophical approach highlights the values that can be circulated and promoted through intercultural education and the connection between the educational process, knowledge of values, their assumption and internalization and their manifestation in behavior. The theories of values elaborated by Romanian philosophers and writers (Andrei, 1945; Vianu, 1998; Blaga, 1996; Neculau, 2011; Cojocariu and Albu, 2015) and from all over the world (Wlodkowski R.J. and Ginsberg M.B. [48], Reardon B. [23], Powell R.G. & Caseau D. [43], Haydon G. [38], Polat & al., 2016) converge towards highlighting the value of good, understood as consisting of three major meanings: (1) an individual state of wellbeing; (2) the wellbeing of a community; (3) the act of doing good to others.

The *psychological approach* regarding the education of tolerance in students is related to: social representations; socialization and internalization; individual personality traits; social context; conflict. Personality is the result of interpersonal relationships in which the individual is placed, of the social, cultural environment and of the activity in which he is involved; thus, the concept of personality represents an important dimension in the deeper understanding of the phenomenon of interculturality. Considering the personality trait as a categorical concept, we can say that, in terms of traits, personality synthesizes and communicates the essence of certain behaviors (Gavreliuc A. [10]). In other words, personality is socially constructed from behaviors. As a social construction, the personality cannot be located only in the individual, but is created, outlined and evolves within the sociocultural relations. Reciprocal person-situation conditioning reveals the specific features of the mediating system: the knowledge and conceptions of the individual, his information processing environment, emotions and attitudes, behavior. The context has an impact on the whole personality and not only on some sections, such as the cognitive or affective system: certain situational conditions will lead to certain behavioral consequences, depending on the probabilities determined by the situation. The different theories and approaches that the context and the situation have in the formation, management, orientation and stimulation of behavior are discussed. Any educational approach must take into account and exploit situational properties and types of situations. Human intelligence develops and asserts itself only in a stimulating sociocultural environment that ensures the freedom of individuals to

establish relationships, to identify causes, to logically represent their sociocultural environment (Durkheim, 1982; Bruner, 1996). Socialization is the process of acquisition and permanent adaptation, permanent integration and internalization of norms and moral, cultural and intercultural values (Nicolau, 1996). From the perspective of the discipline of intercultural education, Fisher G. identifies the following characteristics of socialization: it is a process of learning models, values, knowledge, roles; the acquired elements are internalized by the individual, they become an integral part of his cognitive apparatus, establishing internal or moral control courts; develops different patterns of social behavior such as submission, aggression or competitiveness; it makes the individual internalize the way the social system works, the way of perceiving and interpreting the world. The effects of socialization translate into the acquisition of intercultural norms until the acquisition of self-awareness and self-ideal and the acquisition of a sense of belonging to a community and of sharing feelings and aspirations with others, of having a cultural identity. (in Nicolau, 1996).

The process of *internalization* must be approached in a different way than that of socialization, because the individual (a student, for example) can be perfectly socialized in the behavioral register, without internalizing the values involved in that register; the individual can submit to external demands, but this submission is only of complacency, external, without internal support, without emotional adhesion; behavioral registers are acts of conduct and abstinence, distributing obligations and prohibitions. Internalization establishes what you have to do and what is not good to do by internalizing norms of abstinence or prohibitions: levels of exigency and moral values of altruistic or prosocial conduct (to give, to help, to show goodwill, etc.). as opposed to aggressive behaviors. These registers of psychosocial intervention have, practically, but also theoretically, an unlimited field of application: intervention models are learned in the family, they are part of the cultural heritage of the family, group, community. They are action values that are already transmitted and assimilated in childhood, maintaining, through exercises and social practice, the whole life; both internal and external factors play an important role in the process of internalizing certain values (Dubois, 1999).

Given the generally accepted structure of competence (knowledge, attitudes and skills), the *pedagogical approach* concerns the formation and education of tolerance manifested as an attitude within intercultural competence. Intercultural competence refers to the ability to observe other people's behavior and avoid judging or criticizing, to compare one's own culture with that of others, to compare behaviors, and to cooperate with representatives of other cultures despite differences (Byram, 1997; Bernaus et al., 2007).

Education, as a process of transmitting the cultural / intercultural experience of humanity and the reference community, must be conceived as a science of culture. If man is a cultural being, education can be seen as a process of cultural transmission, and pedagogy - as a science of culture, which studies the dialectic of cultural transmission, both vertically (between generations) and horizontally (between communities). Pedagogy also studies the way we know and define ourselves, the

mechanism by which we outline our identity and the way we relate to otherness, to difference, in the common space called culture. Spranger E., who laid the foundations of cultural pedagogy, conceives it as a subjective spirit, which relates to the objective spirit, stating that man truly becomes man by assimilating objective culture: I make him aware and subjectivize cultural/ intercultural values, then it reflects on them, following to rethink them and manifest them in the space of reality. As a process of transmitting culture, education involves the following: (1) receiving objective cultural/ intercultural values; (2) subjective experience of those values; (3) creating new values thanks to the possibility of transforming objective values into subjective values and, in this way, achieving the goal of education (Hadîrcă M. [15, 16]).

The preparation of students for the application of instructive-educational activities for the formation of tolerance in students was conceived as a system, an ensemble, having as main objectives both the increase of tolerance in students / future pedagogues in primary education towards students from different cultural backgrounds (more precisely, different ethnicities), as well as training students on how to form a tolerant attitude towards pupils. This system includes several main components: the academic disciplines studied at the university, the pedagogical internships, the learning and research activities of the students, etc. One of the main features that define as an integrator this system, which is part of the educational process carried out in a higher education institution, is given by the presence, within it, of the reflection of socio-political, economic, technological, cultural-educational processes, national and international level, as well as the structure and trends to which they are subject.

A pedagogical system can be defined as an organized and logical set of means and methods for implementing the procedures of algorithms for managing the educational process. The pedagogical system is a system of administration of the educational process, which includes the logical sum of the didactic and educational processes. The pedagogical system includes the following elements: (1) learning objectives; (2) subjects of learning - students; (3) teachers and/ or their intermediaries - information technologies; (4) learning content; (5) the forms of organization of the educational activity; (6) didactic strategies and methods for carrying out the instructive-educational process.

Therefore, the pedagogical system materializes, in fact, as a training process in order, in the case of our research, to prepare students/ teachers for educating tolerance in primary school students; this process is structured by the following elements: process participants or actors involved in the instructive-educational act (the teacher and the learner, the learning beneficiary), the curriculum, methods, forms of organization, temporal resources, materials, bibliography, etc. The interaction and interpenetration of these elements generate the techniques and ways of organizing this process (Cristea S. [9]).

Strictly pedagogically speaking, tolerance is not an end in itself, but a means and purpose of education in the spirit of tolerance consists in the recognition and respect of the dignity and integrity of all human beings. Tolerance is therefore a

general value of education (Reardon B. [23, p. 103]). Any education that refers to peace, human rights and democracy is an education for values (axiological education). Reardon argues that “education for tolerance actually means education of a culture of peace that involves developing and maintaining positive relationships, social responsibility, and ethical maturity in making decisions about behaviors and social relationships” (ibid., p. 26). Tolerance is acquired through education, which means that it is one of the ends of education.

The *general objective of education for tolerance* is to form and develop a tolerant attitude, and to increase the degree of tolerant attitude where it already exists, in the sense of recognizing and respecting human dignity by increasing the capacity to accept diversity and active involvement in social life. The active tolerant attitude is broadly understood as the ability to accept diversity and to be actively involved in social life. The *purpose of tolerance education* is to increase the level of active tolerant attitude by forming tolerant awareness and affective skills that reflect the person's social culture and level of education. The *specific objectives, the finalities of education for tolerance* aim at the formation of certain attitudes, abilities and knowledge in students, manifested through concrete capacities, namely:

- to explain the meaning of tolerance and to know its components;
- to argue for the need for tolerant communication and the manifestation of an active tolerant attitude;
- to explain phenomena of social intolerance, to identify their causes and possible measures to eliminate / control / reduce these phenomena;
- to identify and differentiate moral values from non-values in order to accept, in communication, the diversity of axiological opinions;
- to communicate empathetically and to show an open attitude during the exchange of opinions and ideas;
- to show a pacifist approach in situations of intrapersonal and social conflict in order to work together to find the most appropriate solution to solve them;
- to elaborate and promote in any communicative context principles and rules of communication in the spirit of the culture of tolerance;
- to show affective skills (constructive and creative spontaneity; assertiveness; emotional stability; empathy; sociability; self-knowledge) (Chițu S. [7]);
- to identify changes in their level of understanding of socio-cultural diversity and, implicitly, in their level of (active) tolerance towards vulnerable people/ exposed to the risk of being discriminated against.

Among the methods used in the formation/ development of tolerance in students/ future pedagogues and their instrumentation for educating tolerance in primary school students and, on the other hand, instructive-educational methods for educating tolerance in students include: exposition, dialogued exposition, conversation, exercise, guided discovery, methods and techniques of critical thinking and active-participatory methods (6 thinking hats method, Frisco method, fish aquarium method, cube method, pyramid method, stellar explosion method, role play, debate), problematization, demonstration, case study.

Modeling is a method known for a long time and is used in pedagogy and educational practice. Various approaches to the notion of model are also known. In our study, we will rely on the following definitions: the model is generally a specific object, a construct, created for the purpose of obtaining and (or) storing information, and which reflects the properties, characteristics, and relationships of the object, and established tasks, which the subject must solve. The model reflects the internal organization of the education system, of the process, of the phenomenon. Postmodernist approaches offer different possibilities for modeling the same system. Based on the principles of the synergetic approach, as well as the relationships between social, culturological, psychological and pedagogical landmarks, we developed a flexible model of initial teacher training from the perspective of training to educate tolerance in students.

The elaborated model is based on the principles of tolerance education, as well as fundamental theoretical landmarks. Among the basic principles we list the following: the systemic principle and unity; the principle of openness and variability; the multidimensional principle, the culturological principle; the principle of integrity. We deduced these principles from the analysis of different approaches to the problem, but also from the analysis of different categories of principles, extensively analyzed in Chapter 1. Also, on this basis, we formulated a series of legitimacies:

- the dependence of the teacher training system on the needs of socio-economic development of the country, on the humanization of social relations;
- the concordance between the objectives, the content, the forms and the methods of professional training and the ideas of the paradigm of education for tolerance;
- the direct dependence of the effectiveness of preparation for the education of tolerance on the training of future pedagogues of the competence of individualization and adjustment of the activity with the children, using various pedagogical technologies;
- the dependence of the quality of professional competencies on the character, objectives, content, forms and methods of organizing the cognitive, practical and independent activity of teachers from the perspective of education for tolerance.

In developing this model, we started from the following general objective: teachers must develop an adequate level of competence to face the challenges of training from the perspective of education for tolerance: to have a responsible attitude towards the teaching profession, to show love for children, to accept the intrinsic value of any child as a subject of the pedagogical process; to have self-confidence and creativity, self-training and self-education; to demonstrate pedagogical reflection; new pedagogical thinking; the ability to make decisions and take responsibility for one's actions, to consciously choose one's model of conduct and ways of development; to possess a methodological culture; intelligence, tolerance, kindness, compassion, and the capacity for empathy, the tendency towards ideal, towards perfection, to cultivate their general-human values: Good, Truth,

Love, Beauty; to show social activism as a citizen; to understand the meanings of pedagogical information; to manifest logic and efficiency, which over time turn into beliefs and become a prerequisite for the development of personal meanings of life and professional activity. Future pedagogues must become true bearers of the general and professional-pedagogical culture.

The pedagogical model developed by the author follows two main lines and involves training action on two main actors involved in the educational process: teachers and students. Thus, the two main objectives of our scientific approach are:

- 1) training students/ teachers for tolerance education by changing their attitude of tolerance towards Roma students in order to increase its level in primary school teachers, and equipping them with methods and approaches for working in the classroom, in order to increase tolerant attitude of students towards Roma colleagues;
- 2) education of tolerance in students by increasing the tolerant attitude of students towards Roma/ Romanian colleagues.

The two-dimensional psycho-pedagogical model for training students / future pedagogues for educating tolerance in pupils is structured on the following aspects / components:

A. The first component: the *theoretical-conceptual dimension* of the two-dimensional psycho-pedagogical model aims at the intercultural competence, especially the component of tolerant attitude, which is intended to be developed and formed for both teachers and students. For the selection and organization of the contents and teaching-learning-assessment methods, the following aspects must be taken into account: the internal structure of the competence includes: knowledge, skills and attitudes; the three-dimensional structure of the attitude: affective, behavioral and cognitive reactions; as a finality of the educational process, translates both in learning norms of conduct and in the manifestation of these norms in behavior; the formative function of the school aims, in addition to the cognitive and behavioral imprint of the formed one, also an emotional, affective impact; the values can be affirmed at a superficial level (clothing, music, manifestations in the public space, etc.) and at an authentic level (professional and family fulfillment, health, diligence, honesty, etc.). The spectrum of the latter also includes the values associated with a tolerant attitude: respect for differences, mutual help, empathy, solidarity, etc.

B. The second component: the *teleological dimension* of students' vocational training for tolerance education in students manifested by the purposes of the educational instructional process, in other words, the realization and manifestation of tolerance in knowledge, skills and attitudes, these three elements representing the internal structure of competence. Regarding the change of tolerance attitude of students/ future teachers for primary education, this dimension concerns the components and purposes (skills, attitudes, values) involved in the process of building tolerant attitudes that are taken into account in developing and implementing the educational intervention program. The realization of intercultural

education for tolerance aims at the formation and development of the following general competencies for current and/ or future students/ teachers:

1. Using social science concepts to organize knowledge and explain facts, events, processes in real life.
2. Applying knowledge specific to the social sciences in solving problematic situations, as well as in analyzing the possibilities of personal development.
3. Cooperation with others in solving theoretical and practical problems within different groups.
4. Manifestation of an active and responsible social behavior, appropriate to a changing world.
5. Participate in decision-making and solving community problems.

For both teachers and their students, the educational training program aims to promote acquisitions on: defining the terms of tolerance, tolerant behavior, education for tolerance; identifying the characteristics of a tolerant person; ways to achieve education for tolerance within the family, school, community; understanding and ability to explain the connection between tolerance, morality and democracy.

C. The third component of the psycho-pedagogical intervention model is represented by *the content dimension*, translated into disciplines, themes, subjects, at university level and at the level of the primary education cycle. At the level of university studies in Romania, within the psycho-pedagogical module of initial teacher training, specific themes and subjects of education for tolerance can be addressed in disciplines such as: Educational psychology, Specialized didactics, Pedagogical practice, Class management, Intercultural education. For students following the specialization Psychopedagogy of primary and preschool education, themes and topics specific to education for tolerance can be addressed especially in the discipline of Intercultural Education. We mention a series of themes and topics that can be addressed in education for tolerance: culture of respect, identity and stereotypes, the effects of stereotypes, equity and inequity, majority and minority groups, etc. At the level of the primary cycle of education, themes and subjects specific to education for tolerance can be approached especially in the classes of the disciplines: Language and communication, Music and movement, Foreign language, Religion, Geography. Specific themes and topics of education for tolerance include: ethnic groups in the country and in other countries; ethnic identity and cultural identity; man as a cultural being; common features of all people, regardless of race, ethnicity, religion, etc.; Romanian ethnicity and Roma ethnicity; members of an ethnic group.

D. The fourth component: the *procedural dimension* of the two-dimensional psycho-pedagogical model of training students/ teachers for the formation of tolerance in students is represented by the typology of training activities, strategies and methods specific to the formation of value orientations for students/ future pedagogues.

We present, below, schematically, the two-dimensional psycho-pedagogical model of training students/ future pedagogues for educating tolerance in students (Figure 1).

Theoretical – conceptual approach	
Training teachers for tolerance education	Building tolerance at students
Teleological approach to training teachers to build tolerance at students	
Finalities of training teachers in tolerance education	Finalities of building tolerance at students
Content approach to training teachers to build tolerance at students	
Academic learning contents	School learning contents
Process approach to training teachers to build tolerance at students	
Strategies and techniques specific to training teachers to build tolerance at students	Strategies and techniques specific to building tolerance at students

Fig.1. Bidimensional psychopedagogical model of professional training of students for educating tolerance at primary school pupils

Therefore, the two-dimensional psycho-pedagogical model for training students/ future pedagogues for the education of tolerance (Boghian I. [32], Boghian I. [33], Boghian I. [34], Guțu Vl. & Boghian I. [35], Guțu Vl. & Boghian I. [36]) in students focuses on a system of philosophical, pedagogical, psychological and artistic approaches and concepts and ensures a global and integrative scientific-methodological approach. In the experimental application of this model there will be taken into account the traditions and experiences in teacher training, the conditions of interaction of the components of the Model, human and organizational factors. In this context, the two-dimensional psycho-pedagogical model of training students/ future pedagogues for educating tolerance in primary school students, its holistic character through the integrity of its components and can be easily adapted to changing conditions or factors.

Chapter 3 *”Experimental validation of the pedagogical model”* presents, in detail, the specifics of the pedagogical experiment within the research. The elaboration of the two-dimensional psycho-pedagogical model of initial teacher training for teaching-learning focused on forming the tolerance attitude of primary school students was based on factors with role and impact on the conditions of preparation of students for intercultural learning as a motive for acquisition and internalization of tolerance values.

The psycho-pedagogical experiment was carried out at the “Vasile Alecsandri” University of Bacău, Faculty of Letters, the experimental sample being made up of 70 students from year 3, from the Pedagogy program of primary and preschool

education who attended the Intercultural Education module for tolerance values. The control sample consisted of 70 students from year 2, from the study program Pedagogy of primary and preschool education who did not attend the module of Intercultural Education for the values of tolerance.

The *purpose of the experiment* is to develop, test and validate our model of intercultural education to promote the values of tolerance in order to propose its implementation as a compulsory module in the curriculum of the psycho-pedagogical module for initial teacher training.

The *hypothesis of our research* is: the efficiency of preparing students for the education of tolerance in students in school is determined by the existence of a theoretical and praxiological model of training students for the education of tolerance in students. The implementation of an intercultural education module to promote the values of tolerance in the initial training of primary school teachers will change the level of tolerant attitude of primary school teachers towards Roma students in the sense of increasing the level of tolerance of students - students / future teachers - and will equip students with teaching-learning methods and techniques focused on educating tolerance in primary school students and, indirectly, reducing the risk of situations of discrimination against Roma children, in the classroom and in school. The experimental design comprises three main stages: (1) pre-experimental (observational); (2) formative (psycho-pedagogical experiment, namely the implementation of the intercultural education course by promoting the values of tolerance to the experimental sample) & (3) postexperimental.

At the **pre-experimental observative** stage, the instrument *Teacher Tolerance Scale for Roma Students* (adapted from Chen and Starosta, 2000) and the *Questionnaire for assessing the level of training of primary school teachers for educating tolerance in students* were applied, on the one hand to the experimental group and the control group, on the other.

At the **formative** stage, the Intercultural Education course for the values of tolerance was implemented for students from the experimental group, and the pedagogical practice of teaching in primary education was organized and developed for the respective students from the perspective of applying in class the techniques and methods of educating tolerance in students. primary classes, more precisely, 4th grade students. The questionnaire *Tolerance in children's view* was applied to the students of a 4th grade class where the students from the experimental group carried out their pedagogical practice activities, both before and at the end of these activities.

The formative phase of our experimental approach includes the following stages: *stage I* – Curricular development and construction – there were developed: the curriculum of the Intercultural Education course for tolerance values; the manual Intercultural education for the values of tolerance (coord. VI.Guțu), the methodological guide Intercultural education for the values of tolerance (coord. VI.Guțu), the curriculum of the pedagogical internships; *stage II* – The training of students/ future pedagogues for educating tolerance in primary school students, took place through the university teaching of the Intercultural Education course for tolerance values and the conduct, by students, of Pedagogical Practice activities in

primary education in terms of education tolerance in primary school pupils, according to the lines drawn for the purpose of this research. During the pedagogical practice activities, the *Self-assessment test on the application of the tool kit on approaching situations of discrimination of Roma students in class* was also applied to evaluate the initial level of training of primary school teachers for educating tolerance in students, but also a *Grid of observation of the students* from the experimental group during the pedagogical practice activities in the primary education classes, which represents an evaluation form completed by the author for each of the students in the experimental group.

In the **post-experimental** stage, the instrument *Teacher Tolerance Towards Roma Students* was applied, together with the *Questionnaire for assessing the level of training of primary school teachers to educate tolerance in students* in both the experimental and control groups of students.

We further present the qualitative and quantitative analysis of the results in dynamics/ growth and in relation to the results of the control group.

Table 1 summarizes the means and standard deviations of the dependent variables that have been the focus of our attention. Values are listed for both measurement waves and student groups who participated in the study. After completion of the educational intervention, the students in the experimental group showed statistically significant increases in the scores averages for *respecting cultural differences and diversity* ($t = - 3.06$; $p < 0.01$), *confidence in interactions with Roma pupils* ($t = - 3.34$; $p < 0.01$), *pleasure in interactive contexts* ($t = - 2.88$; $p < 0.01$), respectively the SATR global score ($t = 3.74$; $p < 0.001$). For these significant differences, the magnitudes of the effects were moderate (0.42, 0.45, 0.39, and 0.51, respectively). The educational intervention aimed at modifying the intercultural sensitivity and the openness towards Roma pupils among students from the Pedagogy of Pre-school and Primary Education study program also led to increases in the average scores for the other two dimensions (the *desire for constructive interactions* with the Roma students, respectively *avoidance of labelling, stereotypes and prejudices*), but the differences between the measurements made before and after the completion of the action were not significant.

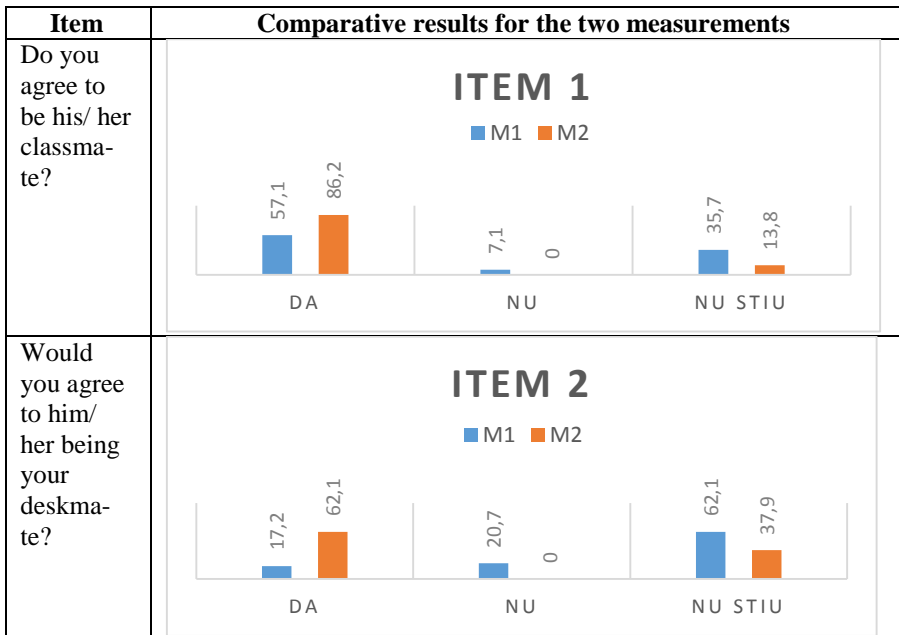
Table 1. Means and standard deviations by measurements and participants' group

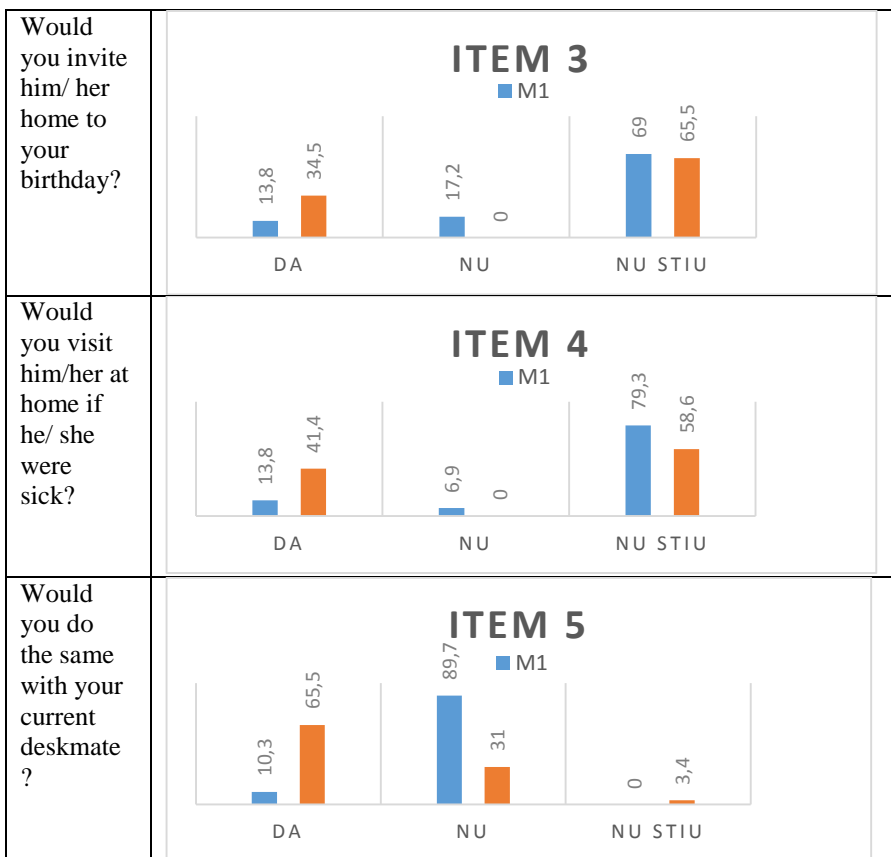
Dependent variables	Experimental group		Control group	
	PRE	POST	1st measurement	2nd measurement
Desire for constructive interaction	3.48 (0.46)	3.58 (0.47)	3.70 (0.51)	3.70 (0.52)
Respect for cultural differences and diversity	3.57 (0.46)	3.77 (0.46)	3.75 (0.42)	3.74 (0.45)
Confidence in interacting with Roma students	3.51 (0.52)	3.75 (0.60)	3.88 (0.54)	3.91 (0.52)

Pleasure generated by interactions	3.64 (0.65)	3.82 (0.58)	4.00 (0.58)	3.96 (0.60)
Attention paid to interactions	3.28 (0.46)	3.38 (0.52)	3.22 (0.54)	3.22 (0.52)
Avoiding labelling, stereotyping, prejudices	3.62 (0.51)	3.76 (0.49)	3.83 (0.56)	3.81 (0.55)
SATR – overall score	3.53 (0.37)	3.70 (0.36)	3.76 (0.39)	3.76 (0.39)

Note: PRE - Measurement made before the educational intervention; POST - the measurement achieved after the educational intervention. Between parentheses, there are listed the values of standard deviations. Values set in bold type indicate mean differences that were statistically significant.

Regarding the questionnaire Tolerance in children's view, the results obtained in the two measurements (Table 2, where M1 = first measurement; M2 = second measurement), before and at the end of the practice activities carried out by the students from the experimental group to the students of the 4th grade involved in the experiment, highlights the effectiveness of educational intervention in educating interethnic tolerance in students. The items of the questionnaire aimed at the students' answer regarding the eventuality of enrolling a Roma student in their class.





These results prove the efficiency of both the training activities of students/ future pedagogues for educating tolerance in primary school students, but also of the activities supported by them in the classroom, which demonstrates the effectiveness of the two-dimensional psycho-pedagogical model for training teachers to educate tolerance in students. Of course, the model can evolve, especially by including a more generous time fund both for the training of students and for their intervention during the internship, on the same coordinates established in the current model.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research contributed to the development of educational theory and practice through the theoretical, methodological and experimental substantiation of the training of students/ future pedagogues for educating tolerance in primary school students.

The main values of the research are systematized in the following **general conclusions**:

1. The analysis of different educational paradigms allowed us to deduce the following:

- In Educational Sciences there are two educational metaparadigms: cognitive and formative (personality). Within the first metaparadigm, education is interpreted by analogy with the process of knowledge, emphasizing the content side as the finality of the learning act; while, within the formative metaparadigm, the emphasis is on capitalizing on the potential of each student, their interests and experiences. At the same time, within this metaparadigm there are several approaches to education for tolerance: the humanist approach, the constructivist approach, the formative approach, the heuristic approach, etc. Emerging from the concept of postmodernism in education, in our research we focus on the interconnection of these approaches, without prioritizing one or the other approach.
- Capitalizing on the *Education for Tolerance* paradigm does not diminish the sociocentric dimension of education, but conversely, tries to synchronize with it. In other words, the synchronization of psychocentrism and sociocentrism in education can be seen as one of the most current trends internationally.
- *Education for tolerance* is an educational paradigm, which focuses on the fundamental philosophical, cultural, psychological and pedagogical concepts about man and the processes of individual development in relation to their own potential, mental and age characteristics.

2. Tolerance education involves self-control, self-organization and active participation of students in the act of learning and therefore involves a new design and implementation of the whole educational process, in which both parties - teachers and students - are aware of their obligations and ways to achieve finalities - the individual development of the student. This also implies a new approach to the initial training of teachers for the realization of tolerance education, focused on a set of legalities, principles and psycho-pedagogical conditions.

3. Based on the initial objectives of the research, we conclude the following.

First of all, one of the ways to update the education system is to organize the educational process based on the principles of the concept of intercultural education and education for tolerance, which means the process that will take into account the individual characteristics of the student and the environment that conditions these features, an education that aims at the effective development of individual personality traits for its own benefit and for the benefit of the society in which to live. Personality-oriented and attitude formation education, in line with the proposed objectives, use appropriate individual methods and ways of influencing personality and attitudes. Personality-oriented education is, at the moment, the most appropriate concept of organizing the training requested by the post-totalitarian society and the cultural space.

Secondly, as a result of the testing we performed in the first stage of the experiment, we deduced that graduates of educational institutions with a pedagogical profile, as a rule, are not sufficiently prepared to achieve personality-oriented education in school, and teachers sporadically use only some elements of student-centered learning, relying more on intuition and personal experience.

Thirdly, in the first stage of the experiment we also pointed out that a serious obstacle in preparing for the education of tolerance in higher institutions is the awareness by graduate students that the modern education system cannot fully ensure the achievement of what personality-oriented education is. The above statements have led us to the general conclusion that once the theory of personality-oriented education, as an imperative of time, is researched and developed in pedagogical science, and its application in pedagogical practice is in accordance with the requirements of time, its implementation must enjoy the full support of decision-makers, the pedagogical community and society as a whole.

4. Studying the theory of intercultural education and education for forming the attitude of tolerance, developing the model, conducting the experiment, processing data obtained during the experiment and as a result of their own experience, applying methods of comparison, confrontation, inductive and deductive methods, and transferring similar data led us to the following deductions:
 - Personality-oriented education has been transformed from an opportunity into a reality of the contemporary school for the realization of which all the necessary conditions must be ensured.
 - The model of personality-oriented education can be conceived only in correlation with the general scientific notions about time and society and about the role of the teacher as a subject of the study process. Speaking about the inclusion of the notions given in this model, we emphasize, firstly, the provision in practice of personality-oriented education at the stage of professional training of teachers in institutions that train future teachers and, secondly, to ensure their application in real school practice. The current question that has become the main problem of our research is to determine the insertion process and the conditions that must be met and interconnected to ensure the application of personality and attitude-oriented education in the initial training of teachers.
5. In the pedagogical experiment, which aimed to identify the interaction between the psycho-pedagogical conditions of initial teacher training for educating tolerance in students, we highlighted the contradictions between expectations and the real state of the instructional process in school, we determined the reference objectives for subsequent activity.

One of the major conditions for the effective preparation of students for intercultural learning for tolerance is the elaboration and implementation of the course Intercultural education for tolerance values, as a component part of the

training model. The efficiency of the course is confirmed by the positive change regarding the development of the professional qualities of the future pedagogues, the interest for the child's personality, the ability to argue through the system of student study methods, through the means and forms of individual work.

6. The preparation for the education of tolerance in students is ensured by the complex organization of the students' activity, which supposes continuous and systematic study of the psychological and pedagogical theory, the interrelation of the theoretical instruction with the practical one during the years of university studies, especially during the first cycle, creative communication with students, organization of differentiated and independent activity. Individualizing the learning process is not a sufficient condition. It is necessary to provide future pedagogues with the necessary advice and conditions for the development of independent competence.
7. The internships of pedagogical practice are an important opportunity in preparing students for teaching from the perspective of education for tolerance, if they are based on solid theoretical knowledge, know the principles of professional activity, have a high level of motivation to know the pedagogical reality. Teaching the course Intercultural education for the values of tolerance, as well as pedagogical practice, organized from the perspective of education for tolerance, have shown that it is not effective to implement intercultural learning in isolation, within the process of teaching a separate discipline. In order to ensure the relevance of the personality potential, it is necessary to create a unique space, which represents, in our opinion, a coherent system of developmental activities applied in the study of all disciplines with pedagogical profile.
8. Therefore, the **solved scientific problem** lies in capitalizing on the social, psychological and pedagogical foundations in the initial training of teachers from the perspective of the education for tolerance paradigm as a determining factor in ensuring the increase of the quality of pedagogical education.

Based on the conclusions and results of the research, we made the following recommendations:

For decision makers

- To capitalize on and reflect the conceptual provisions of Education for Tolerance in educational policy documents.
- To promote the Education for Tolerance paradigm as a priority in the development of the Romanian education system.
- To ensure the obligation of initial and continuous training of teachers for learner-centered education.

For university and school teachers

- To promote the concept of Education for Tolerance through all academic disciplines.
- To capitalize on the conceptual provisions of the Education for Tolerance paradigm in the academic and school curricula.

- To resize the curriculum for continuous training of teachers from the perspective of Education for Tolerance.

For students-future teachers

- To participate actively and consciously in assimilating the provisions of Education for Tolerance.
- To complete the bachelor's and master's theses in the issue of Education for Tolerance.

For scientific researchers

- To identify the problems related to the promotion of Education for Tolerance and to formulate the topics for the research of these problems.
- To correlate the theoretical research on Education for tolerance with the applied ones.

Approval of scientific results. The research results are implemented in the teaching process by teaching the university course Intercultural education for tolerance values, by capitalizing on the theoretical-applied foundations developed and structured in the two-dimensional psycho-pedagogical model for training students/ teachers to educate tolerance in students, including communications at scientific national and international conferences and scientific publications: National Scientific Conference with international participation "Integration through research and innovation", Chişinău, editions 2017, 2018, 2019; CIEA International Scientific Conference 2018 The Fifth International Conference on Adult Education Education for values - continuity and context - Iaşi, Romania; The 8th International conference Edu World 2018 "Education Facing Contemporary Issues", University of Piteşti, Romania; International Scientific Conference The 8th International Conference on Intercultural Education and the 1st International Conference on Transcultural Health: "The Value of Education and Health for a Transcultural and Global World", Almeria, Spain. The obtained results are published in 14 scientific papers: 11 scientific articles as sole author and 4 as co-author, of which 3 in indexed journal Web of Sciences, and 12 articles in indexed journals in international databases, materials of international conferences and with international participation.

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ADNOTARE

Boghian Ioana, „Valențe psihopedagogice de formare inițială a cadrelor didactice pentru educarea toleranței la elevi”, teză de doctor în științe ale educației, Chișinău, 2021

Structura tezei: lucrarea cuprinde introducere, trei capitole, concluzii generale și recomandări, bibliografie cu 273 de surse, 154 pagini text de bază, 9 anexe. Lucrarea conține 18 tabele, 10 diagrame și 1 figură. Rezultatele cercetării s-au concretizat în 15 (11 ca unic autor, 4 în coautorat) articole științifice publicate în reviste științifice și/sau prezentate în cadrul conferințelor internaționale și cu participare internațională.

Cuvinte-cheie: educație interculturală, educație pentru toleranță, atitudinea de toleranță, formarea cadrelor didactice, model psihopedagogic bidimensional de pregătire a cadrelor didactice, practică pedagogică, curriculum universitar.

Domeniul de cercetare: Teoria generală a educației.

Scopul cercetării constă în fundamentarea teoretică și validarea experimentală a Modelului psihopedagogic bidimensional de formare inițială a cadrelor didactice pentru educarea toleranței la elevii claselor primare.

Obiectivele cercetării includ analiza multiaspectuală a problematicii toleranței ca valoare umană și a formării cadrelor didactice pentru formarea toleranței la elevii claselor primare; fundamentarea conceptuală a formării inițiale a cadrelor didactice în contextul educației centrate pe toleranță; evidențierea condițiilor psihopedagogice de formare a cadrelor didactice pentru formarea toleranței la elevi; elaborarea modelului psihopedagogic bidimensional de formare inițială a cadrelor didactice pentru formarea toleranței la elevi; validarea experimentală a modelului psihopedagogic bidimensional de formare inițială a cadrelor didactice prin aplicarea cursului *Educație interculturală pentru valorile toleranței*.

Noutatea științifică și semnificația teoretică este determinată de prezentarea și argumentarea particularităților procesului de formare inițială a cadrelor didactice din perspectiva formării toleranței la elevi; introducerea cursului academic *Educație interculturală pentru valorile toleranței* ca bază, și integrarea conceptului educației pentru toleranță în structura cursurilor de bază și a cursurilor de specialitate la disciplinele psihopedagogice; organizarea stagiilor de practică pedagogică cu accent pe formarea toleranței la elevi; construirea unui model de formare inițială a cadrelor didactice în vederea instruirii studenților pentru formarea toleranței la elevi.

Problema științifică soluționată: valorificarea fundamentelor sociale, psihologice și pedagogice în formarea inițială a cadrelor didactice din perspectiva paradigmei educației pentru toleranță ca factor determinant în asigurarea creșterii calității învățământului pedagogic.

Valoarea aplicativă a cercetării este dată de faptul că modelul psihopedagogic bidimensional propus asigură o componentă a formării inițiale a cadrelor didactice pentru educarea toleranței la elevi. Modelul a fost aplicat în cadrul Universității Vasile Alecsandri din Bacău, România și poate fi recomandat pentru formarea inițială a cadrelor didactice cu diverse specializări. Cursul academic *Educația interculturală pentru valorile toleranței* poate fi adaptat și pentru formarea continuă a cadrelor didactice.

Implementarea rezultatelor cercetării s-a realizat prin aplicarea curriculumului *Educație interculturală pentru valorile toleranței*, manualului și a ghidului metodologic asociate acestuia în procesul de formare inițială a cadrelor didactice din instituțiile de învățământ superior; prin redimensionarea altor discipline psihopedagogice din perspectiva educației pentru toleranță; prin introducerea subiectelor privind educația pentru toleranță în programele de formare continuă a cadrelor didactice precum și prin publicațiile științifice și metodologice ale autorului.

АННОТАЦИЯ

БОГИАН Иоанна, «Психопедагогический потенциал первичной подготовки дидактических кадров для воспитания толерантности у школьников», диссертация на соискание ученой степени доктора педагогических наук, Кишинэу, 2021

Структура работы. Диссертация состоит из введения, трех глав, общих выводов и рекомендаций, библиографии из 273 наименований, 9 приложений, 154 страницы основного текста, 18 таблиц, 10 диаграмм и 1 рисунок. Результаты исследования опубликованы в 15 научных трудах (11 – в качестве единственного автора, 4 в соавторстве) в научных журналах и/или представлены на международных конференциях и на конференциях с международным участием.

Ключевые слова: межкультурное воспитание, воспитание толерантности, отношение к толерантности, подготовка дидактических кадров, двусторонняя психопедагогическая модель подготовки дидактических кадров, педагогическая практика, университетский куррикулум.

Область исследования: Общая теория воспитания.

Цель исследования состоит в теоретическом обосновании и в экспериментальной проверке двусторонней психопедагогической модели первичной подготовки дидактических кадров для воспитания толерантности у учащихся начальных классов.

Задачи исследования включают многоплановый анализ проблемы толерантности как общечеловеческой ценности и подготовки дидактических кадров для воспитания толерантности у учащихся начальных классов; концептуальное обеспечение первичной подготовки дидактических кадров в контексте толерантно-центрированного образования; выявление психопедагогических условий подготовки дидактических кадров для воспитания толерантности у учащихся; разработка двусторонней психопедагогической модели первичной подготовки дидактических кадров к развитию толерантности у учащихся; экспериментальная проверка двусторонней психопедагогической модели первичной подготовки дидактических кадров посредством введения курса «Межкультурное образование для ценностей толерантности».

Научная новизна и теоретическая значимость исследования определены изложением и аргументацией особенностей процесса первичной подготовки дидактических кадров с точки зрения формирования толерантности у учащихся; введение в качестве основы академического курса «Межкультурное образование для ценностей толерантности» и интеграция концепции воспитания толерантности в структуру базовых и специализированных курсов по психопедагогическим дисциплинам; организация педагогической практики с упором на развитие толерантности у учащихся; построение модели первичной подготовки дидактических кадров с целью обучения студентов формированию толерантности у учащихся.

Решение научной проблемы заключается в рассмотрении социальных, психологических и педагогических основ первичной подготовки дидактических кадров с точки зрения парадигмы воспитания толерантности в качестве основного фактора развития качества педагогического образования.

Практическая значимость исследования. Предлагаемая двухмерная психопедагогическая модель является важным компонентом первичной подготовки дидактических кадров для воспитания толерантности у учащихся. Модель была применена в университете «Василе Александри», Бакэу, Румыния, и может быть рекомендована для первичной подготовки дидактических кадров различных специальностей. Университетский курс «Межкультурное образование для ценностей толерантности» также может быть адаптирован для непрерывного образования дидактических кадров.

Внедрение результатов исследования: применение куррикула «Межкультурное образование для ценностей толерантности», методического пособия и руководства по данному курсу в процессе первичной подготовки дидактических кадров в высших учебных заведениях; введение изменений в другие психопедагогические дисциплины с учётом воспитания толерантности; включение тем о воспитании толерантности в программы непрерывного образования дидактических кадров, а также представление результатов исследования в научных и методических публикациях автора.

ANNOTATION

Boghian Ioana, "Psycho-pedagogical values of initial training of teachers for the education of tolerance at students", Doctoral thesis in education sciences, State University of Moldova, Chisinau, 2021

Structure of the thesis: the paper includes an introduction, three chapters, general conclusions and recommendations, bibliography with 273 sources, 154 pages of basic text, 9 annexes. The paper contains 18 tables, 10 diagrams and 1 figure. The results of the research were materialized in 15 (11 as a single author, 4 as co-author) scientific articles published in scientific journals and/ or presented at international conferences and with international participation.

Keywords: intercultural education, tolerance education, tolerance attitude, teacher training, psycho-pedagogical model of teacher training, pedagogical practice, university curriculum.

Research field: General theory of education.

The purpose of the research consists in the theoretical foundation and the experimental validation of the two-dimensional psycho-pedagogical model of initial training of teachers for the education of tolerance to the students of the primary classes.

The research objectives include the multi-spectral analysis of the problem of tolerance as a human value and the training of teachers to build tolerant attitudes at primary-school pupils; conceptual foundation of the initial training of teachers in the context of tolerance-centered education; highlighting the psycho-pedagogical conditions of teacher training for tolerance training in students; elaboration of the psycho-pedagogical model of initial training of teachers to build tolerant attitudes at students; experimental validation of the psycho-pedagogical model of initial training of teachers by applying the course *Intercultural education for tolerance values*.

The scientific novelty and the theoretical significance is determined by presentation and argumentation of the particularities of the initial teacher training process from the perspective of building tolerance attitudes at pupils; the implementation of the academic course *Intercultural education for the values of tolerance* as a basis, and the integration of the concept of education for tolerance in the structure of the basic courses and of the specialized courses in the psychopedagogical disciplines; the organization of the pedagogical practice internships with emphasis on building tolerant attitudes at primary-school pupils; building a model of initial teacher training to train students to build tolerance at pupils.

The scientific problem solved by this research consists in capitalizing on the social, psychological and pedagogical foundations in the initial training of teachers from the perspective of the tolerance education paradigm

The applicative value of the research is given by the fact that the proposed psycho-pedagogical model provides a component of the initial teacher training to build tolerant attitudes at pupils. The model was applied at the Vasile Alecsandri University in Bacău, Romania and can be recommended for the initial training of teachers with various specializations. The academic course *Intercultural education for the values of tolerance* can also be adapted for the continuous teacher training.

The implementation of the research results was achieved by applying the curriculum *Intercultural education for the values of tolerance*, the manual and the methodological guide associated with it in the process of initial teacher training from higher education institutions; by resizing other psycho-pedagogical disciplines from the perspective of tolerance education; by introducing tolerance education topics into the teacher training programs as well as by the author's scientific and methodological publications.

BOGHIAN Ioana

**PSYCHOPEDAGOGICAL VALENCES OF INITIAL
TRAINING OF TEACHERS FOR THE EDUCATION
OF TOLERANCE IN STUDENTS**

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