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COMMUNICATIVE TOLERANCE FORMATION AT UNIVERSITY: PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS

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The study explores the establishment of communicative tolerance (CT) as a crucial pedagogical and psychological factor in shaping the communicative competence of prospective professionals. It draws on the examination of various studies conducted by scholars from both domestic and international backgrounds.

Objective of the research. *The primary goal of this paper is to elucidate the concept of “communicative tolerance” and to devise, validate and apply a pedagogical approach to cultivate CT among future psychologists in EFL university classes.*

The authors’ research introduces a new aspect by defining the core principle of “communicative tolerance” and outlining its structural elements, as well as devising a method for cultivating CT. The experimental study identified three fundamental levels of CT at both the outset and conclusion of the project.

The research introduces a novel concept of “communicative tolerance” and provides a clear definition of its structural components, along with the development of a technology for fostering CT. The study identified three levels of CT at both the initial and final stages of the experimental work.

Materials and methods *utilized in the research included theoretical approaches such as analysis, systematization and generalization of scientific literature, as well as a review of federal documents. Empirical methods like observation and testing, sociological methods such as*

surveys and questioning, and mathematical and statistical techniques for both quantitative and qualitative data processing were employed. The methodology was based on the General Communicative Tolerance questionnaire by V.V. Boyko, complemented by a series of psychological diagnostic tests.

Research results. *The study at Sevastopol State University included 35 fourth-year students. By applying educational methods, it was demonstrated that CT levels among students can rise by 14%. This research confirms the importance of continuously enhancing students' critical thinking in a university environment. The practical applications of these findings extend to enhancing the professional skills of educators through additional vocational training, job placement, and on-the-job training programs.*

Keywords: *communicative tolerance; technology of formation of communicative tolerance; levels of communicative tolerance; communication-oriented interaction; educational environment; dialogue of cultures*

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Научная статья | Методология и технология профессионального образования

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ ТОЛЕРАНТНОСТИ В ВУЗЕ: ПЕДАГОГИЧЕСКИЙ И ПСИХОЛОГИЧЕСКИЙ АСПЕКТЫ

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В статье подробно исследуется процесс формирования коммуникативной толерантности (КТ) у будущих специалистов в рамках педагогической и психологической подготовки. Авторы статьи провели анализ как отечественных, так и зарубежных исследований,

чтобы выявить основные аспекты формирования коммуникативной толерантности. Их исследование фокусировалось на студентах вуза и формировании КМ в образовательном процессе.

Цель исследования заключалась в изучении концепции коммуникативной толерантности и разработке педагогической технологии для ее формирования у будущих психологов на занятиях по иностранному языку в вузе.

Материалы и методы. В ходе исследования было проведено детальное изучение основного понятия «коммуникативная толерантность» и выявление ее структурных элементов авторами, с последующим созданием способа формирования КТ. Экспериментальная работа выявила три ключевых уровня КТ на различных этапах исследования. Для достижения поставленных целей были использованы различные методы, включая теоретические (анализ, систематизация, обобщение), эмпирические (наблюдение, тестирование), социологические (опросы, анкетирование) и математико-статистические (обработка данных). Основой методики стали анкета «Общая коммуникативная толерантность» В.В. Бойко и ряд психологических диагностических тестов, использованных в процессе исследования.

Результаты исследования. В Севастопольском государственном университете было проведено исследование, в рамках которого 35 студентов четвертого курса приняли участие. Результаты эксперимента показали, что внедрение педагогических технологий привело к увеличению уровня компетенции участвовавших студентов в области культурного менеджмента на 14%. Это исследование подчеркнуло важность систематического развития компетенций учащихся в условиях высшего учебного заведения.

Область применения результатов. Полученные результаты исследования могут быть применены в различных областях, таких как система дополнительного профессионального образования, программы трудоустройства и профессиональной подготовки, с целью улучшения общепрофессиональной компетентности педагогических кадров.

Ключевые слова: коммуникативная толерантность; технология формирования коммуникативной толерантности; уровни коммуникативной толерантности; коммуникативно-ориентированное взаимодействие; образовательная среда; диалог культур

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Introduction

In the era of advanced intercultural communication, globalization has reshaped the world into a cohesive society, changing how individuals are perceived as either “friends” or “foes”. The COVID-19 pandemic, refugee and migrant movements, and man-made disasters like terrorist attacks and armed conflicts have significantly impacted the global landscape. This has highlighted the importance of fostering tolerant and intolerant relationships in society. Tolerance is a crucial value that shapes a civilized, progressive society characterized by heightened individual awareness. The global community views social and communicative tolerance as essential for harmonious interethnic, interstate, and interpersonal relationships. Conversely, intolerance manifests through apathy, rudeness, aggression, violence, and discrimination based on nationality, religion, politics, and social standing.

Eradicating social and gender inequality is vital for any society’s sustainable development. Therefore, effective models are needed to educate students from diverse backgrounds, including different age groups, nationalities, religions, and genders [26].

In recent decades, educational institutions have increasingly focused on fostering students’ communicative tolerance in response to growing conflict and societal dehumanization. It is believed that without communicative tolerance, productive interpersonal relationships cannot be established, and the development of a professional’s personality is hindered. High tolerance involves respecting others’ rights and maintaining

an understanding and dignified attitude towards their interests, beliefs, and habits, which is crucial for the professional competence of modern specialists [14].

Higher educational institutions are increasingly taking part in efforts to prevent intolerance, discrimination, and other forms of negative prejudice towards various groups within the student population as part of fostering social adaptation among students of diverse nationalities. Despite the extensive discussions on communicative tolerance by scholars, the absence of a consistent scientific approach to defining this term and its structural components underscores the relevance of our current research [16].

In the course of our research, we have identified several significant contradictions:

- There is a noticeable discrepancy between the increasing societal demand for highly skilled and capable professionals and the inadequate focus on fostering essential interpersonal skills and personal qualities such as communicative tolerance, self-awareness, self-control, and empathy [15].

- Another notable contradiction lies in the regulations outlined in the current Federal State Educational Standard for higher education, which emphasize the importance of cultivating communicative competency within university academic settings, yet there remains a lack of sufficient theoretical and methodological support to facilitate this process [19].

These contradictions lead us to articulate the scientific problem of the study, which involves developing pedagogical technology and establishing various pedagogical conditions to foster critical thinking in an academic environment [27].

Literature review

The research involved a theoretical analysis of contemporary scientific publications to clarify the concept of “communicative tolerance” and determination of its component composition. It also identified the role of communicative tolerance in the general professional competence of students [9]. Notably, researcher V.V. Boiko is credited with introducing

the term “communicative tolerance” into scientific discourse for the first time. The author defined it as “a characteristic of an individual’s attitude towards others, reflecting the extent of their tolerance towards unacceptable and unpleasant mental states, qualities, and actions exhibited by their interaction partners” [6, 7]. The author categorizes communicative tolerance into the following types: *situational* (an attitude towards a specific person in a particular situation), *typological* (a tolerant attitude towards groups of individuals), occupational (tolerance within the professional realm), and *general* (an overall tolerance towards trends and people).

However, upon further analysis, it becomes apparent that there is ambiguity in the interpretations of the concept of communicative tolerance. It has been interpreted as a combination of positive attitudes, personal and collective values, psychological resilience, and a range of individual qualities [8].

- Respect for the viewpoint of the other person is important in communication.

- It is essential to exhibit desired behavior without trying to force our own opinions on others.

- Being able to adapt effectively in uncertain situations is crucial [12].

- Self-actualization of one’s personality is greatly influenced by this [13].

- Empathy involves recognizing oneself in others and acknowledging their right to be different [14].

- Communication should be a two-way process with equal participation and understanding of each other’s emotions and experiences. It should involve a willingness to consider the other person’s perspective, a desire for connection, empathy, acceptance, and a humanistic approach [4].

- The individual traits of a person that enable them to self-regulate their behavior in response to external influences are linked to their capacity to exhibit non-aggressive behavior towards others, regardless of the communicant’s actions or behavior [24].

- A national-level speech should ideally reflect the ideas derived from a nation’s philosophy and speech traditions, while also adhering to universal principles of speech communication and etiquette [18].

- It should encompass the internal resources needed to facilitate effective communication [12].

- It should embody an integrated set of personality traits that enable an individual to live in harmony with themselves and the world, including qualities such as respect, conscience, honor, responsibility, inner freedom, dignity, duty, kindness, compassion, empathy, justice, sensitivity, responsiveness, and empathy [21].

Emotional intelligence is defined as the cognitive ability to perceive and analyze both one's own emotions and the emotions of others. It involves enhancing thinking efficiency by understanding emotions and their expressions, and the adept use of this understanding in a professional context [10].

We share the view of scholars [1, 28] that communicative tolerance is a crucial aspect of personal development, shaped through social interactions. It involves a strong willingness to engage in interpersonal and intercultural communication with respect, understanding, acceptance, and acknowledgment of differences among individuals. Cultivating communicative tolerance enables students to preserve their personal identity, navigate differences effectively, and prevent negative encounters.

The main structural components of CT are as follows:

1. Motivation-evaluative. This component involves expressing the desire for an equal dialogue and utilizing methods of tolerant interpersonal and intercultural interaction.

2. Cognitive. This component encompasses knowledge of the essential and content characteristics of tolerance, understanding one's own rights and the rights of others, and being aware of the nuances involved in conducting an equal dialogue.

3. Emotional-volitional. This component pertains to one's attitude towards the development of tolerance as a valuable personal characteristic. It involves actively embracing and cultivating tolerance as an integral part of one's identity.

4. Reflexive: This component involves recognizing oneself as a tolerant individual, acknowledging and reflecting upon one's own tolerance and its impact on interactions with others [2, 3].

After reviewing several research papers on communicative tolerance, it can be concluded that some researchers, particularly those who view

communicative tolerance as a psychological concept, emphasize its qualitative aspects. These include characteristics such as friendliness, fairness, empathy, positive intentions of the communicator, respect for the rights, individuality, and values of others [18]. On the other hand, other scholars, mainly linguists, focus more on the formal linguistic aspects of communicative tolerance. They pay attention to politeness, speech culture, appropriate expressions, dialogical communication, all of which are evident in interpersonal interactions. [21] Both categories of scholars emphasize the importance of communicative tolerance in fostering compliance with norms of non-conflict communication, and in positively influencing the interlocutor [27].

Materials and methods

The aim of this research is to establish a clear definition of “communicative tolerance” and to design, validate, and apply a pedagogical approach to cultivate communicative tolerance among future psychologists in foreign language classes at the university.

The focus of the research is on fostering the development of communicative tolerance among students within the university’s educational framework. Specifically, this study examines the cultivation of communicative tolerance during foreign language classes at the university.

The main research tasks include:

The theoretical block of the model involves an in-depth analysis of the central concept of our research, “communicative tolerance”, including its definition, structural components, and core elements (such as knowledge of tolerance, requirements for conducting equitable dialogues, and the development of skills for tolerant interpersonal and intercultural interactions).

The methodological block outlines our goal of fostering communicative tolerance among students in university foreign language classes, utilizing various approaches (personal, activity-based, communicative, and technological) and guided by principles such as humanization, systematic and coherent implementation, integration of theory and practice, fostering consciousness and creativity alongside pedagogical guidance,

and maintaining a positive emotional atmosphere during the educational process.

The criteria-diagnostic block of the model includes criteria, indicators and levels of CT: criteria (motivational, cognitive, communicative, emotional-volitional, activity-based, reflexive), with indicators (Interest in CT formation, aspiration for professional growth, open and confidential communication with interlocutors, positive personal and professional attitudes. Socially significant motives for CT acquisition, stability of emotional reactions, volitional regulation, self-control, self-awareness) [22].

Main research tasks:

1. To conduct theoretical analysis to define “communicative tolerance” and its role in students’ socially and professionally significant qualities.
2. To develop a pedagogic technology for forming CT in foreign language classes.
3. To empirically investigate CT indicators, introduce the pedagogic technology in EFL classes, identify and implement effective pedagogic conditions.
4. To determine CT formation levels at the final experimental stage.

Pedagogic model:

- Motivational and stimulating educational environment.
- Specially-designed courses to foster independent work.
- Integration of active and interactive teaching methods.
- Development of various personal spheres (motivational, cognitive, moral, emotional, volitional, spiritual, reflexive, behavioral).
- Tasks suitable for students’ age characteristics.
- Enhance awareness of CT’s importance in professional competence.
- Create positive emotional feedback.
- The suggested model included the following blocks:

1. **Theoretical block.** Defines “communicative tolerance,” its components, and contents (knowledge, skills, abilities in tolerant interpersonal and intercultural interaction).

2. **Methodological block.** Includes goals, approaches (personal, activity-based, communicative, technological), and principles (human-

ization, systematic consistency, unity of theory and practice, creativity, positive emotional background).

3. Criteria-diagnostic block. Criteria and indicators for CT (motivational, cognitive, communicative, emotional-volitional, activity-based, reflexive). Levels of CT formation identified:

High level: high motivation, proper behavior, respect, self-improvement, social and professional responsibility.

Medium level: partial interest, guided self-assessment, unstable attitude, partial professional improvement desire.

Low level: lack of interest, poor skills, intolerance, low responsibility, inadequate self-assessment.

4. Procedural and content block: Technology of CT formation in three stages:

1. **Introductory.** Group work on theoretical knowledge of tolerance.
2. **Practical.** Pre-demo, demo, and post-demo stages using podcasts.
3. **Reflexive.** Transfer theoretical knowledge to practice through podcasts and group discussions.

Implementation includes group discussions, role-playing, problem situations, round tables, case studies, brainstorming, ICT integration, and active-interactive forms of work. Evaluation of CT formation at initial and final stages analyzed. Communicative learning strategies such as group discussions, role-playing, problem-solving, round tables, case studies, and brainstorming. Integration of ICT technologies, including watching videos and listening to podcasts. Use of active and interactive forms of work in both classroom and extracurricular settings [22].

The model emphasizes interactivity and the communicative aspect to improve interpersonal skills and intercultural interaction. Evaluation of CT formation at the initial and final stages of the research was conducted, and results were analyzed.

The topics of suggested podcasts is displayed in Table 1.

4. **Result block** of *the model* displayed the figures corresponding to high level of CT formation.

Table 1.

Communication skills podcasts

Names of podcasts	Topics under study	Links
The smart communications podcasts	Who should be on your communication team	https://blog.feedspot.com/communication_skills_podcasts/
Dan O'Connor's Communication skills training podcast	How to develop your professional communication skills fast: a step-by-step guide; -How to stop people from interrupting you (a 3-step anti-interrupter); -How to get people take you seriously; -How to deal with narcissists at work; -How to deal with critic-power phrases;	https://www.podomatic.com/podcasts/danoconnortraining
Speak up with Laura Camacho	It's all about human connection; Transforming deeply-rooted disagreements into productive conversations for resilient relationships	https://soundcloud.com/user-519333539
Communication snacks: tips for a successful professional life	How to become a thoughtful leader How to stop worrying what other people say How to not be boring at conversations	https://the-communication-solution.podsite.io/
The lost art of communication	Understanding highly sensitive people; Fostering healthy communication around;	https://redcircle.com/shows/the-lost-art-of-communication
Talk about talk-communication skills training	Communication skills for leaders The 3-point body language scan Communication authenticity The power of listening	https://www.talkabout-talk.com/podcasts/
Superstar communicator podcast	Creating effective ways of communicating in Hybrid environment Communicating with global audiences Assessing your conscious power	https://superstarcommunicator.com/podcast/
How can I say this	How to talk to strangers How are you? As a gateway to connection How to have meaningful virtual conversations Talking about Race and Gender at work Creating a communication-friendly space	https://howcanisaythis.com/podcast/
Communicate to motivate	Turning off the noise of life Managing high-functioning anxiety inside relationships with special guests Becoming a great meeting or small group facilitator What do I say: communicate to unmotivated	https://communicatetomotivate.libsyn.com/

Source: Compiled by the authors

Research results

During the diagnostic stage, we selected an experimental base, formulated hypotheses and goals, and assessed the level of communicative tolerance among 4th-year students at the beginning of the experiment.

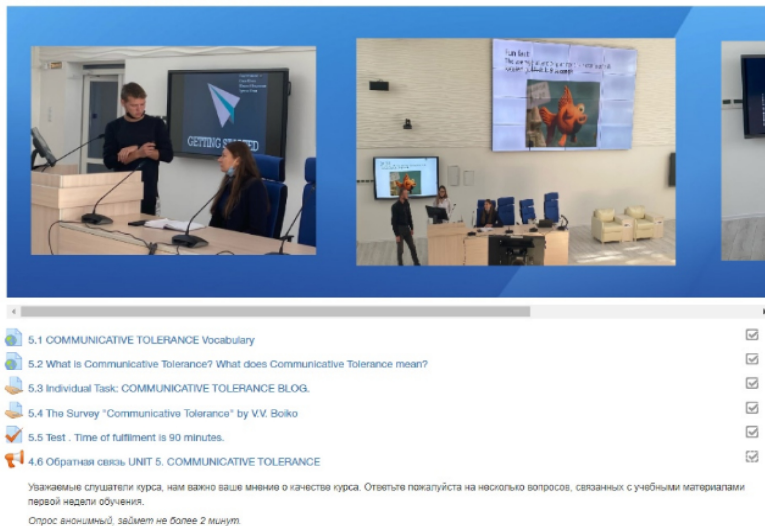
Moving on to the formative stage, we collected data and implemented a specific technology to enhance the communicative tolerance of the students.

Finally, at the concluding stage, we analyzed and interpreted the data, and held discussions on the results obtained from the experimental work.

During the eighth semester from February to May 2023, an experimental study was conducted at Sevastopol State University (SevSU) in Sevastopol, Russia, as part of the “Foreign Language in Education” course. The study involved 4th-year students, with a total of 35 participants divided into two groups: Group A, comprising 19 students, and Group B, comprising 16 students.

The survey and the suggested technology were uploaded in Moodle platform [33].

UNIT 5. COMMUNICATIVE TOLERANCE



5.1 COMMUNICATIVE TOLERANCE Vocabulary

5.2 What is Communicative Tolerance? What does Communicative Tolerance mean?

5.3 Individual Task: COMMUNICATIVE TOLERANCE BLOG.

5.4 The Survey "Communicative Tolerance" by V.V. Boiko

5.5 Test . Time of fulfillment is 90 minutes.

5.6 Обратная связь. UNIT 5. COMMUNICATIVE TOLERANCE

Уважаемые слушатели курса, нам важно ваше мнение о качестве курса. Ответьте пожалуйста на несколько вопросов, связанных с учебными материалами первой недели обучения.
Опрос анонимный, займет не более 2 минут.

Fig. 1. Example of the designed course on communicative tolerance on Moodle platform [33]

To assess the levels of CT at both the initial and final stages of experimental work, we applied a number of diagnostic techniques (Table 2).

Table 2.

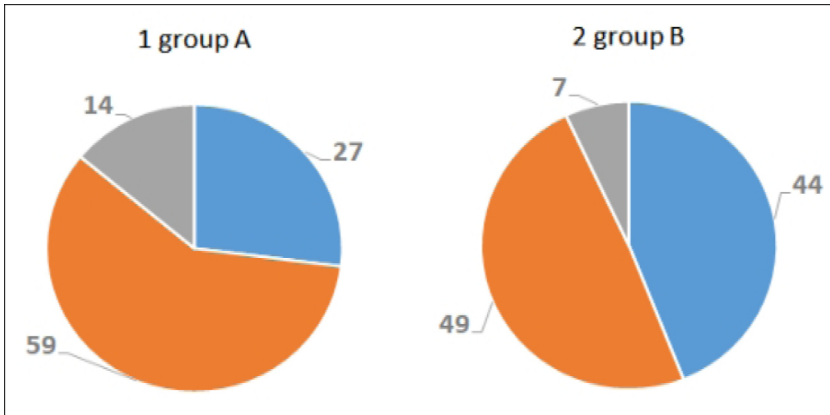
Criteria of communicative tolerance evaluation and their diagnostic methodology

Motivational	Methods for diagnosing learning motivation students (A.A. Rean and V.A. Yakunin, modification by N.Ts. Badmaeva) [11]
Cognitive	Method of A. Luchins “Cognitive rigidity” measures the level of cognitive flexibility [18]
Communicative	Method for diagnosing general communicative tolerance” by V.V. Boyko [6, 7, 8]
Emotional-volitional	Method for diagnosing the level of emotional burnout (V.V. Boyko), method of diagnosing empathic abilities (V.V. Smartly) aimed at evaluating the degree of stress or depression in people [6, 7, 8]
Activity-based	Method for diagnosing one of the types of locus of control [29] Method for diagnosing mental rigidity (G.V. Zalevsky «Tomsk Rigidity Questionnaire») [20]
Reflexive	Methodology for diagnosing levels of reflexivity by D. Marlow and D. Crown [13]

Source: Compiled by the authors

Our research is conducted in multiple stages. Initially, we perform diagnostics to assess the level of critical thinking (CT) among students. This involves utilizing methods such as “Diagnostics of General Communicative Tolerance” by V.V. Boyko along with observation and surveys. Subsequently, we conduct psychological diagnostics to identify the specific criteria that influence individuals’ CT levels, as outlined in Table 2. The final stage involves a formative experiment to evaluate and further enhance students’ CT levels.

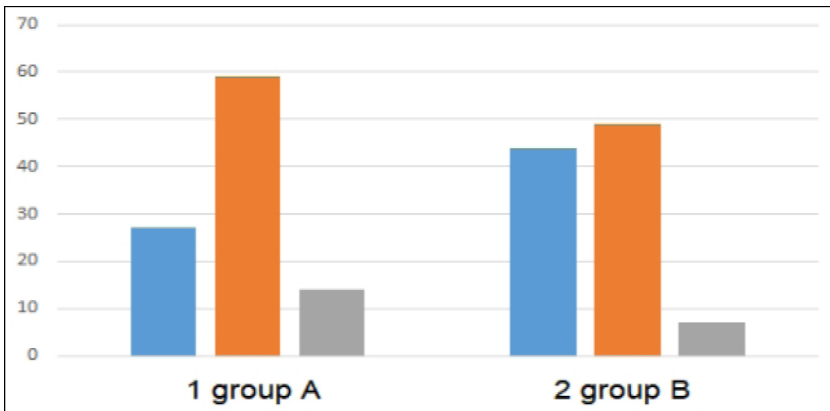
The study involved two groups, Group A comprising 19 individuals and Group B comprising 16 individuals. Prior to the introduction of the proposed technology, students underwent testing to assess their initial level of communicative tolerance (see Fig. 2). Analysis of the results revealed that in Group B, 44% of students exhibited a high level of communicative tolerance, indicating a positive outcome. In contrast, Group A had a higher proportion of students with a low level of communicative tolerance (14% of students).



- High level of CT, - Medium level of CT, - Low level of CT

Fig. 2. Initial diagnostics of CT (compiled by the authors)

After integrating the designed technology into the course EFL, a repeated diagnosis of the level of CT was carried out. The results are presented in Fig. 3.



- High level of CT, - Medium level of CT, - Low level of CT

Fig. 3. Levels of CT at the final stage of experiment (compiled by the authors)

The final test results revealed that in group “A,” there was a significant 28% increase in the number of students with a high level of communicative tolerance.

Additionally, approximately half of the participants had an average level of communicative tolerance. Conversely, the number of students with a low level of communicative tolerance decreased by 6%. In group “B,” there was a notable 12% increase in the number of participants with a high level of communicative tolerance. The number of participants with medium and low levels of communicative tolerance remained consistent. These findings, along with the results of the repeated testing, provide evidence that the developed technology is effective in enhancing the level of communicative tolerance among students.

The technology implemented in these activities proved to be highly effective in helping students recognize and rectify their communication mistakes, encouraging better social interaction, and fostering team cohesion. This innovative technology is highly recommended for integration into tolerance and effective communication classes. By incorporating this technology into classroom settings, educators can play a vital role in nurturing a sophisticated and tolerant generation.

Discussion of the results

In this research, we align with M. Sokol, G. Rozlutska, K. Khaparenko, and others [28], who assert that during university vocational training, communicative tolerance is crucial for the success and professionalism of any future specialist. Communicative tolerance is thus seen as an essential personality trait for establishing contacts, building relationships, managing self-control, and making decisions in various situations. According to A. Petrikova, T. Kuprina, A. Beketova, and M. Mishenkova, developing communicative tolerance requires rethinking the content, forms, methods, and pedagogical technologies of education [23].

Analyzing the professional qualities of modern psychologists has highlighted the abilities that should be emphasized in foreign language teaching to enhance communicative tolerance. We agree with S. Logvina et al that the ability to compromise, active listening, strong communicative and organizational skills, conflict resolution, and effective self-representation in communication are top priorities for developing CT [17]. These competencies can be considered key criteria for form-

ing communicative tolerance among future psychologists during foreign language education.

Our perspective is supported by E. Baldanova and N. Dondokova, who assert that communicative competence and communicative tolerance are inseparable and should be integrated simultaneously into the academic process [3]. Misunderstandings in cross-cultural academic communication often stem from not grasping the reasons behind others' behaviors, making it crucial to teach students the characteristic behaviors and stereotypes of specific cultures [4].

A person with high communicative tolerance is typically well-balanced and capable of collaborating with individuals from diverse cultures. Communicative tolerance involves empathy, self-control, endurance, and intellectual flexibility. Psychologists describe communicative tolerance as a multidimensional characteristic with a complex structure, comprising motivational-value, cognitive, emotional-volitional, and behavioral components [9].

In our experimental work, the prevailing average level of students' communicative tolerance (28%) aligns with N. Drozhzhina's findings, where the average level of CT was also 30%, with a similar increase of 14%. This comparative analysis indicates the need for improvement, highlighting the relevance of addressing this issue [12].

Conclusion

From our experimental work, we conclude that communicative tolerance (CT) is an integrative quality developed through socialization. It is characterized by readiness for interpersonal and intercultural communication with respect, understanding, and acceptance of differences. Developed CT helps students maintain personal identity, handle differences, and avoid negative experiences. CT's main components are motivational-value, cognitive, emotional-volitional, and behavioral.

The structural components of CT are:

- Motivational-evaluative: desire for equal dialogue and use of tolerant interaction methods.
- Cognitive: knowledge of tolerance, rights, and conducting equal dialogue.

- Emotional-volitional: valuing the development of tolerance.

- Reflexive: self-recognition as a tolerant person.

Levels of CT (high, medium, low) are determined by these components.

Our technology for forming CT in future psychologists during EFL classes includes:

- Methodological Block: purpose, approaches, and principles.

- Content Block: definition, structural components, and content of CT.

- Process Block: steps for implementing communicative learning technologies, ICT, work forms, and CT diagnostics.

Implementation of this technology led to students displaying deep knowledge of tolerance, rights, and conducting equal dialogue (cognitive component). Future psychologists showed a desire for active intercultural communication and respect for cultural differences (evaluative component). Students were motivated to improve their knowledge and skills and had a positive attitude towards tolerance (motivation-evaluative component). They also demonstrated emotional-volitional readiness to display a tolerant attitude (reflexive component).

Observation revealed some students' inability or unwillingness to compromise, listen, or refrain from aggressive behavior. However, post-implementation, students showed mutual respect, polite listening, calm expression of their views, and maintained self-composure in communication.

Empirical results showed that few respondents had a high level of CT, highlighting the importance of promoting CT in academic settings. Given that many students displayed a low level of CT, educational institutions should incorporate activities to promote CT formation. The designed technology's efficiency was experimentally verified, with the average CT level among students increasing from 28% to 42%.

The study's results confirm the effectiveness of the developed CT formation technology for future psychologists in EFL classes. Recommended pedagogic forms include conversations, group projects, questionnaires, workshops, conferences, presentations, and research projects (reports, individual or team projects, essays) to enhance CT among students. The experiment's questionnaire assessed students' tolerance levels and their ability to act tolerantly in intolerant conditions.

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