CONFLICTS AMONG STUDENTS: THE FORMATION OF TOLERANT RELATIONS

IGOR ANIKIN[1*], SVETLANA LAPTEVA[1], ANATOLIY KOZLOV[1]

Federal State Budget Educational Institution of Higher Education "Industrial University of Tyumen", Branch of the Industrial University of Tyumen in Noyabrsk, Russian Federation

Igor Anikin PhD in Pedagogy, an Associate Professor; https://orcid.org/0000-0001-5688-4499
Svetlana Lapteva PhD in Pedagogy, an Associate Professor; https://orcid.org/0000-0002-7093-9836
Anatoliy Kozlov Doctor in Pedagogy, Professor; https://orcid.org/0000-0002-1093-9025

Authors declare no conflict of interest and external funding sources.

* **Corresponding author**: Igor Anikin; 46, Severnaya St., 629810, Noyabrsk, Yamalo-Nenets Autonomous district, tvtianikin@mail.ru;

Abstract— Conflict is an integral part of human life. Any human community makes conflict possible. Every company no meter job or study needs comfortable communication, and often it is necessary for creating a harmonious and productive microclimate in a team. The right approach to resolving conflicts allows us to relieve tension, and to find a compromise, to develop a consensual movement vector to achieve the goals. The student community is always the most creative, movement, and socially active. This social range is usually a universal engine of social, technical, cultural, and moral changes in every country all the world. And it is important to form progressive, smart, and tolerant young generation. This is able for High School to do. Forming tolerant relations becomes an important part of professionals creating. The high school has a unique opportunity to form a culture-and-moral model of behavioral co-existence, it allows to make the individual initiative significant, to consolidate interest and to reveal the hidden resources in the professional personality formation process.
Keywords: conflict, tolerance, student community, high school.

1   Introduction

The word "conflict" is derived from the Latin "konfliktus" and means "collision". Each person has his own life position, his own beliefs, goals, his own vision how to achieve the desired goal. The essence

of the conflict is that the two conflicting parties have mutually exclusive goals or both have the same goal and the ways to achieve it are fundamentally different.

Conflict is a multi-dimensional concept. Generally speaking, it can be described as an extremely aggravated contradiction. In this case, the scope of the concept includes disagreements, contradictory intentions, incompatible attitudes and expectations, competition and other relations and actions. Being a specialized notion, social conflict is defined as the most acute way to develop and complete significant contradictions arising in the process of social interaction. It is reflected in the opposition of the conflict participants and is accompanied by negative emotions towards each other (Denisova, 2007; Cardoso, 2019).

Throughout all time of human history, society has created greater or lesser conflicts.

Sometimes one conflict escalates into another, more and more participants are drawn into it, and it is prolonged for a long period of time (Cardoso, 2019). The word "conflict" is negatively perceived by most people, causing negative perceptions and emotions. There is a widespread belief that conflict is always bad. It is explained by the fact that disrespect to each other has become more and more common in modern society. People are biased towards other people's views, traditions and values. Perhaps, each person once felt disrespect of others only because he looked, spoke, thought, did something differently than the others (Gonzalez-Cabrera, 2019).

Of course, there are cases when a person's views or beliefs are wrong and need to be corrected. However, it is impossible for a person to impose his opinion only by conflict. It is necessary for the first her desire to interact, for the second her own firm belief in her rightness is confirmed by the facts.

The problem of admitting people with disabilities into society should be described separately. Modern economy promotes employment and socialization of people with disabilities. Studies show that people with disabilities are better at solving problems in companies, and are often innovative and creative in their work. PWD offers significant potential for business success, which to date has been largely untapped by companies (Miethlich & Oldenburg, 2019).

It is important that the student environment adequately perceives people with disabilities, providing proper care, without focusing on the disease or problem of a particular person. Only when people with disabilities will be able to get an education on an equal footing with others without feeling pressured by others, will all measures that promote the employment and socialization of such people can be more effective.

Educational services are socially significant benefits, the external effect of which is manifested in the fact that the comprehensive development of each becomes a condition for the comprehensive development of society as a whole. Having received a quality higher education, a citizen acquires fundamentally new opportunities for self-realization, joins the system of professional relations, and in a knowledge-based economy, also in the system of lifelong learning (Dudukalov & Laptander, 2015).

Student community is the most active social group. The students, who make up the youth elite nowadays, will have to work on the formation of public, including inter-ethnic, relations tomorrow (Abbakumov et al., 2018). Therefore, it is necessary to admit that the most progressive, organized, intellectually and creatively developed youth are students. Assuming that the youth are properly educated and equipped with necessary knowledge, they will achieve success, and the country will prosper (Lungu & Darii, 2012; Volkova & Ruznetsov, 2013; Abbakumov et al., 2018).

However, conflicts are not always a negative phenomenon. In conflict with a person or group that commits actions harmful to other people, the problems of the injured party are solved and unjust and

illegal actions are resisted, so, there are obligatory conflicts, and there are situations when conflicts are necessary.

Conflict resolution is a necessary skill for everyone in any field. Recently, the development of so-called soft skills has been pointed out, and one of them is conflict resolution. Employees who equally possess the skills necessary for work but with different levels of soft skills have different chances of employment.

1.1 Conflict formation

Scientific research in the field of conflict studies demonstrates that clashes of goals, interests, beliefs are not only unavoidable but also necessary, and conflict is a norm of human relations. Lungul Viorelia claims that differences between value systems create differences in perceptions, which leads to conflict situations (Golubiţchi & Lungu, 2020).

The conflict behaviour of one person is not a conflict yet. But it is already a conflict situation that may turn into a conflict. A conflict situation is a contradictory position of the parties on any issue, a mismatch of interests, techniques and methods of achieving the goal. It is objective to say that a conflict situation is a strong prerequisite for conflict. But the conflict in this situation may not take place. Everything depends on the behaviour of each of the participants in a conflict situation (Denisova, 2007; Kozyrev, 2017; Sakhansky et al., 2018). The following five main styles of behaviour in a conflict situation are distinguished.

1) Adaptation. It means that an individual's actions are aimed at maintaining or restoring good relations with his or her opponent, smoothing out disagreements at the expense of their own interests. The strategy of adaptation is appropriate if the opponent understands that it is unrealistic to win the conflict (the "leader-subordinate" conflict), when one wants to preserve what ones have.

2) Evasion. The given strategy is characterized by an unwillingness to get involved in the conflict. The individual does not want to defend his position, thus evading responsibility for decisions. Such behavior is justified when the subject of the conflict is not important for the individual, or when it is necessary to postpone the conversation for later.

3) Competition. A person places his interests far above his opponent's, defends them by all means available to him for this purpose. Competition involves coercion, struggle and rivalry. Such behavior style is appropriate if we are 100% convinced of our correctness, when we cannot lose a minute, when there is no alternative solution. But such behavior can occur only occasionally.

4) Cooperation. The given strategy involves an open exchange of views, the participants are looking for a better solution in the conflict, and the individual is actively involved in the search for a solution that would satisfy all participants in the interaction, without forgetting his own interests. The strategy assumes an open exchange of opinions, and the interest of all the conflict members in a common solution development. But at the same time it is necessary to be able to listen and hear each other.

5) Compromise. The conflict parties are looking for a solution through mutual concessions. They develop an intermediate solution which is suitable for both sides for lack of the best. It is a balance between the interests of the conflicting parties. The compromise strategy contributes to the positive development of interpersonal relations. Compromise is reached if other methods have failed or when it is necessary to solve the issue quickly. A compromise allows us to get at least something than to lose everything (Kozlov et al., 2015; Yudichev, 2020).

In a student environment, especially in the first year, the emergence of conflicts is most likely and even inevitable. If you start to prevent them right away, there may be significantly less conflicts and it

is much easier to resolve them. A group of authors at Missouri Southwestern State University strongly argue that educators can and should contribute to effective conflict management (Hignite et al., 2002).

1.2   Conflict classification

Four types of conflicts are well known for everybody due to the fact that the conflicting parties belong to one or another subject of the conflict action. They are the following:

- interpersonal;
- intrapersonal;
- conflicts between an individual and a group;
- intergroup conflicts.

All mentioned types of conflicts occur in the student environment. Interpersonal conflicts and conflicts between an individual and a group are the most common (Antsupov & Baklanovsky, 2016; Yudichev, 2020).

Interpersonal conflict is a confrontation that arises in the process of an individual's communicative interaction with the social environment. Interpersonal conflicts are often provoked by feelings and emotions. But as long as there are no hostile actions, there is no conflict yet. For women, conflict is more about feeling than words or action. If a girl feels a negative attitude towards herself by another woman, she can easily say: "We are in conflict." Conflicts between men are largely caused by their differences of opinion, their natural competition with each other, and they are often more than women who are intolerant of dissent.

Hypersensitivity to the conflict possibility with a good head is for the good, with a bad head is for the trouble (Kozlov, Online).

Conflict between an individual and a student group is a conflict resulting from a clash of individual and group motivations. An individual takes a different position from that of the group. Such type of conflict often arises on the basis of an interpersonal conflict. Such conflicts can occur between the head of the group and the group. It does not mean that the head of the group is wrong. Any conflict must be dealt with, and not blamed indiscriminately on any of the conflicting parties (Bandura, 2017; Yudichev, 2020; Kozlov, Online).

Conflicts are also divided into destructive and developmental. Destructive conflicts are those that arise against the background of personal hostility, with the aim of insulting or humiliating an individual or group. Conflicts that contribute to development arise against the background of resolving domestic, organizational situations, when discussing important issues and their resolution is accompanied by an increase in personal confidence of the conflicting parties, who eventually reconcile or compromise, solve important problems and make plans.

1.3   Ways of conflict resolution

Depending on the way the conflict is resolved, constructive and destructive conflicts are distinguished. The methods of conflict resolution can be: empathy manifestation, "arbitrator", bilateral analysis, temporary break of communication, ultimatum, suppression, joke, compromise (Bandura, 2017; Shtakina, 2018).

Oddly enough, but conflict is often a necessity. The search for its positive resolution involves intellectual effort, analysis of the conflict causes, finding ways to overcome the contradictions that have arisen between people. Conflict is bad for those who don't know how to behave in conflict. Conflict can be useful in the hands of trained people (Kodzhaspirova & Kodzhaspirov, 2005; Courtain

& Glowacz, 2019). Many social conflicts are due to the useful goals of a group or groups of interested people. Results of big planned conflicts have an impact on the processes in the states, on the election results. There are whole civil wars and disputes with the help of purposefully planned conflicts.

It is important to pay attention to the approval of active student representatives in conflicts of different scales and the reasons for their occurrence. In the III International student scientific-practical conference "Scientific-research activity as a factor of personal and professional development of students", it is mentioned that to solve the questions of tolerant thinking is under the power of student self-government. Youth always listen to their peers faster than to the representatives of the older generation (Ryndin, 2020).

People say: "Truth is born in the dispute". And that's true. In the conflict participants discuss the problem from all sides. Conflict contributes to a comprehensive understanding of the problem.

As already mentioned, during any work or in the process of living together, people inevitably have conflicts, this is an integral part of the development and growth of any team. to resolve conflicts, it is necessary to identify its origin, the so-called zones, which are external (group work and physical working conditions, discomfort, inappropriate time for productive work, etc.), group (hostility between people in the team) and role (people's roles during teamwork, one - keeps track of time, the other - a generator of ideas, critics and other roles required during a particular job). During the study of students there are more group conflicts, to resolve which it is necessary to understand the specific causes of hostility between students or between a student and a group, between a student, students and a teacher.

To resolve conflicts in the student environment, it is necessary to consider situations from different angles, suggested by all parties to the conflict ways to resolve them, to report what needs to be improved and the expected results. This approach will help everyone to listen and balance the conflict situation.

Also one of the possible ways to reduce and prevent conflicts (mostly group) is to develop tolerance in students.

1.4   The importance of tolerance in the student environment

In the context of globalization, the issue of tolerance has become particularly relevant. Therefore, the formation and development of tolerant consciousness among people becomes so actual. Tolerance should become the initial basis for mutual understanding between people. It requires refusing to impose one' point of view on others. It is not a concession, condescension or pretense, but respect, recognition and observance of universal human rights and freedoms. Tolerance is a personality trait that helps the participant to admit the legitimacy of other views, interests, and other positions of the opponent in a conflict. It is a necessary condition for successful conflict resolution (Denisova, 2007).

The Declaration of the Principles of Tolerance states: "tolerance means respect, acceptance and correct understanding of the whole diversity of cultures, forms of self-expression and manifestation of human personality" (Declaration UNESCO, 2001).

The problem of tolerance is especially actually in the student environment. The most difficult stage in the formation of a student community and in the life of each student is the initial period. In the first grade there are smart, purposeful people with their own beliefs and characters. Sometimes they are people of different nationalities, cultural values and views on life. They are still poorly oriented in the new environment, unable to find an approach to each other, to interact. Students show a desire for

independence, individuality, originality. The circle of students' communication is radically changing, and there is a strong demand for belonging to the group (the third pyramid stage of Maslow (2003)).

The beginning of studies at a higher education institution is a complex process. In the first year of study there is a process of self-assertion in the group. Students are focused on the world around them on maximum. At this time, their behavior is greatly influenced by temperament, character traits and level of education (Chirkova, 2015).

It should be noted that a specialist in any field of professional activity should not only be "equipped technically", but also be trained in a personal and human way. Tolerance is a professionally important quality of personality (Antsupov & Baklanovsky). And a "positive example" of a mentor, an authoritative person, an individual who carries the results which can be called the goal of aspiration, the result of professional development, development and growth, has an important influence on the formation of tolerant relations in any, including student, environment (Hignite et al., 2002).

However, just as conflict is not a priori a negative phenomenon, not everything can be tolerated. In certain situations, healthy radicalism is needed. нIt is impossible to tolerate what a person harms himself or other people, or openly unacceptable actions of the individual. For example, it is unacceptable to tolerate the use of drugs or immoral lifestyles, because it destroys the life of the person and tends to spread among acquaintances and friends. Unfortunately, especially among student youth, such behaviors are possible, caused by young age, the emergence of freedom. Such cases need to be qualified to correct but not tolerated at all. Each specific situation must be considered in terms of sound morality.

2   Materials and methodologies

The formation of tolerant relations is not only the comfort of the educational process through the elimination of conflict situations, but also a state creation and international positive image of a higher education institution (Yudichev, 2020; Ryndin, 2020). For the given purpose, specialists from the psychological and social service of Tyumen Industrial University have developed programs of special courses for students such as "Tolerant Consciousness", "Cultures of Peace" and "Constructive and Destructive Conflict". The projects provide training courses on various aspects of tolerance in the first, second and third years of study.

We have also developed a project aimed at creating tolerance among students which is called "To live in peace with yourself and others". The project's developers were aimed at forming a tolerant consciousness and behaviour among students. The given project is designed for 3 years and focuses on solving the following tasks.

1.   Creation of pedagogical conditions conducive to the students tolerant consciousness formation.
2.   Contributing to the formation and strengthening of psychological and social participants' health in the educational process.
3.   Formation of students' knowledge about tolerance.
4.   Expansion of students' perceptions about the world's cultural diversity.
5.   Students' attitude formation towards tolerance as a socially significant value.
6.   Formation of intercultural student competence.
7.   Formation, acceptance of views, beliefs, abilities and opportunities diversity as a resource.
8.   Formation of social responsibility and active life position among students.

9.   Promotion of a system for the strengthening and transmission of tolerance values establishment in an educational institution.

10.   Promotion of active leadership youth infrastructure establishment within educational organizations.

11.   Resolution of conflict and problem situations.

12.   To minimize the number of destructive conflicts in an educational institution.

13.   To create a student mediator service.

Young people are highly emotional. They say what they think, act often recklessly and thoughtlessly, make quick decisions and often change them just as quickly. This peculiarity should not only be taken into account, but also spoken to young people in "one language", progressively, in a modern way, rather than with clogged, set phrases (Kartseva & Kuz'menko, Online). Since it is easier for peers to choose the right words, to understand the interlocutor-peer, to enter into trust and to understand the problem aspect (Yudichev, 2020; Ryndin, 2020), the mediators volunteer service was created on the basis of the principle "Equal to Equal". It is an informal association of volunteer students based on common principles and activities. The main purpose of the given volunteer movement was the solution of conflict situations, their abolition and tolerant attitudes formation in the student environment, as in a microsocium. In order to achieve the task, psychological diagnostics (verbal and non-verbal tests) were carried out for the purpose of personal characteristic and volunteers selection among the interested people, determination of the training vector to achieve maximum efficiency of a movement.

The mediators training program included lectures, brainstorming, trainings, and discussions which were first of all aimed at forming a tolerant attitude towards peers and the world around them, leadership skills and development of positive thinking among volunteer students.

There is an important detail. The mediation procedure was confidential. The mediator did not disclose information that became known to him during mediation.

To study the number of conflicts that arise in students during their studies, their causes and possible, according to the students themselves (both participants and observers of the conflict) during mediation, a small anonymous survey was conducted (in a supplement).

3   Results and Discussion

In most cases conflicts are an unpleasant incident. Protracted conflicts, and consequently stresses have a devastating effect on the general emotional state and immune defense of the individual. But they are necessary for "moving forward", creating a way out of the current circumstances and the formation of the personality as a whole. There is no universal behavior strategy in a conflict situation. Each strategy can lead individually to a positive result if it is applied correctly. It is important to be aware of all the strategies and to apply them as intended. Helping in a conflict is not a shameful accident, but a necessary, urgent real axiom. A solution can be found only through concepts and acceptance of the conflict. Often this task is best handled by an "Equal to Equal" as relationships principle. Disagreements and conflicts are a natural part of our lives. But there are people who want to live without unnecessary conflicts and have the right to do so. We have to agree, rather than to have conflict. It has to be taught, it has to be learned.

There are situations that provoke people to conflict. However, the conflict emergence (or not) largely depends on the human factor. Thus, a conflict is a conflict situation and incident. There are people who seem to attract conflicts, who like to conflict, and there are people who are referred to as a "non-

conflict person". Wise people prevent unnecessary conflicts, avoid conflict situations. Where it is possible to agree, it is better to look for common ground than to have disagreements and conflict (Kozlov, Online). Therefore, the system of social support (curators, psychologists, social pedagogues) is aimed at creating trusting, so to speak, family relationships in the educational and social environment of the university.

Innovative forms of communication with students such as training, brainstorming, aimed at discussing, summarizing a particular problem, help to solve controversial situations without imposing the opinion of "senior comrade", to form a progressive worldview, vision of problems. It allows creating a positive, comfortable microclimate in the student group, regardless of its size. The principle of brainstorming with a priori acceptance of everyone's opinion allows not only to come to a common denominator, but also to reveal hidden leadership and oratorical potentials, to remove the barriers of communication, to give an impetus to personal growth and development.

Obviously, the majority of people do not enjoy conflicts, and moreover, doctors note the devastating consequences of stresses, most of which are caused by conflict (Bandura, 2017; Abbakumov et al., 2018).

Is it possible to say that some style of behavior in a conflict situation is the only right one? Definitely not! But early attention to the problem of tolerance is one of the most important prerequisites for reducing tensions in the student environment. It is from the very beginning of the first year we start working on the students tolerant thinking development. It is a long and painstaking process. But only such qualities as tolerance and the ability to wait, patience and respect can help to prevent conflicts.

If in the process of conflict, having expressed his opinion, but not receiving the immediate effect of applying a tolerant approach with or without a description, the consequences of further people who do not want to change their thoughts, views or lifestyle, helps to solve the problem. in the future, the person who was tried to persuade but was tolerant of his reluctance, changes, sees the results of their actions or views, and changes them. However, not everything happens instantly, it takes time. in fact, in situations where it is necessary to convince a person to avoid conflict, it is necessary to show respect for him as an individual, but indifference to his views, beliefs or actions.

Federal State Budget Educational Institution of Higher Education "Tyumen Industrial University" has established and successfully operates a student mediator service. The Service was made up of senior students who had successfully completed a special program on preparation for reconciliation activities. Student-mediators identify conflicts, prepare and organize reconciliation procedures. They assume a mediating role in the conflict in order to help the conflicting parties to resolve the disputed situation. The emphasis is made on the constructive ways to resolve the conflict, as they are the ones that benefit its participants. In the mediation process, the parties, facilitated by the mediator, are looking for consensus. They are trying to find an acceptable way for everybody to resolve the dispute.

The results of the observation conducted by the project mediators "student mediator service" in the Tyumen Industrial University shows that during the project implementation, the number of destructive conflicts between first-year students has significantly decreased. For this purpose, confidential questionnaires were conducted during mediations, where students were asked to indicate the number of conflicts in which they themselves were directly involved and the number of conflicts they learned about from friends or observed. It was also suggested to indicate the number of conflicts that contributed to the development, i.e. conflicts on the issues of educational material, on the solution of issues concerning the study schedule or the content of the educational material.

Thus, before the implementation of the program, the number of interpersonal destructive conflicts in which first-year students participated was 40- 50 per academic year, between second-year students - 10-20, between third-year students - 10-15 the number of conflicts. These were conflicts between two people, between a person and a group, between groups. The number of conflicts that contributed to development averaged 10-13 for first-year students, 15-17 for second-year students and 15-19 for third-year students.

The implementation of the developed project "To live in peace with yourself and others" in the educational process of students of 1-3 courses helped to reduce destructive conflicts to a large extent. Thus, the share of destructive conflicts between first-year students decreased to 12-21 conflicts per year, to second-year students to 10-12, to third-year students to 5-8. Most of these conflicts arise against the background of competition or misunderstanding about the organization. Learning process, conflicts of a domestic nature.

Students have improved the so-called soft skills after the implementation of the project. They have become friendlier and mutually polite, which will have a positive impact on their further cooperation with people of any nationality, people with disabilities, people with whom they would not have been able to greet before due to various manifestations of hostility. This guarantees the development of the companies in which they will work and their personal development in public life.

The modern high school should not only give professional skills to educate a specialist of high qualification, but also to educate, raise, and give an example of the interpersonal relations forming. The ability of communication in various life situations often creates the high-class, progressive, labile and open to movement and growth specialist image (Kandaurova & Labikova, 2010). That is why Tyumen Industrial University pays considerable attention to a commonwealth of diverse youth groups created by forming tolerant relations through the introduction of innovative communication technologies with students as a microsocium. Does the color of skin, eyes or hair matter when building a mutually polite social order based on the principles of respect and tolerance?

Tolerance is a necessary quality of any person, in any sphere of activity, from political science to the sphere of interpersonal relations. Tolerance is one of the necessary conditions for psychological stability of the personality in general and conflict resistance in particular. Tolerance is necessary for the effective individual activity in a conflict situation. The understanding that the opponent can have his own position allows us to choose one of the effective behavior strategies in a conflict situation, either cooperation or compromise (Kandaurova & Labikova, 2010; Samadova & Samad, 2020).

4   Conclusions

Students are an important cell of society because they are the future of states. While studying at a higher educational institution, it is necessary not only to teach students the disciplines necessary for work, but also to instill in them mutual respect, mutual support and assistance. Only students, who have the ability to work in a team by rationally resolving conflicts that are inevitable for the company's development, and avoiding unnecessary conflicts, will be tolerant of people of different nationalities, people with disabilities, will be able to build successful companies and eventually the state.

An implementation experiment was conducted of the project mediators ``student mediator service" in the Tyumen Industrial University showed a positive effect this project for the education of student youth. According to an anonymous survey among students who participated in the experiment, the

number of conflicts was almost zero, and those that arose related to the work process, were negotiable and thus contributed to the development of empathy and mutual support among students.

It was also positive to reduce the manifestations of conflicts against the background of the level of financial security of students, belonging to a certain nationality, etc., i.e. destructive conflicts.

5   References

[1]   Abbakumov D., Desmet P. and Van den Noortgate W. (2018). Measuring growth in students' proficiency in MOOCs: Two component dynamic extensions for the Rasch model. Behav Res, 51 pp 332–341. DOI: 10.3758/s13428-018-1129-1

[2]   Antsupov A.Ya. and Baklanovsky S.V. (2016) Conflictology in diagrams and comments: Textbook. Moscow, Prospect.

[3]   Bandura A. (2017) Psychological Modeling: Conflicting Theories. New Brunswick (USA), London (UK), Transaction Publishers.

[4]   Cardoso F.G. (2019) Social Conflicts, Ideology, Culture, and Social Work. Rev katalysis, 22 2 pp 223-234. DOI: 10.1590/1982-02592019v22n2p223

[5]   Courtain A. and Glowacz F. (2019) Youth's Conflict Resolution Strategies in their Dating Relationships. J Youth Adolescence, 48 pp 256–268. DOI: 10.1007/s10964-018-0930-6

[6]   Chirkova I.I. (2015) Conflicts in the student environment at the study beginning. In Intradepartment Conf Psychological and Social aspects in Educationally job, Moscow, Russia, pp 138-143.

[7]   Declaration of principles of tolerance. Approved Resolution 5.61 of General Conf. UNESCO, '11, 1995 (2001) Text: Century of tolerance: Scientific publ. messenger. Publishing House of Moscow State University, 1-2 pp 131-138.

[8]   Denisova A. A. (2007) Tolerance of the person in a disputed situation: the points of view of specialist of disputes, the teacher and the student. Bulletin education: Series The Educationally points: languages and specialization, 2 pp 97-104.

[9]   Dudukalov E.V. and Laptander A.B. (2015). Education and Science: How to Continue Modernization in a Recession? Science and education: economy and economy; entrepreneurship; law and governance, 1 pp 7-13.

[10]   Hignite M.A., Margavio Th.M. and Chin J.M. (2002) Assessing the Conflict Resolution Profiles of Emerging Information Systems Professionals. J Information Systems Education, 13 4 pp 315-324.

[11]   Golubiţchi S. and Lungu V. (2020) Competenţa de comunicare în contextul comunicarii didactice. In Intern Conf Orientări axiologice ale constructivismului în educaţia modernă, Kishinew, Moldova, '02 p 60-65.

[12]   Gonzalez-Cabrera I. (2019) On Social Tolerance and the Evolution of Human Normative Guidance. British J Philosophy Sci, 70 2 pp 523–549. DOI: doi.org/10.1093/bjps/axx017

[13]   Kandaurova A.V. and Labikova M.N. (2010) Tolerance of the teacher in social interaction. Bulletin of TSPU, 1 91 pp 100-104.

[14]   Kartseva A.N. and Kuz'menko I.V. (Online serial) Innovative forms of work with youth in cultural and leisure institutions," VI Intern. Student Sci. Conf. Student Scientific Forum. Available: https://scienceforum.ru/2014/article/2014003872

[15]   Kodzhaspirova G.M. and Kodzhaspirov A.Yu. (2005). Dictionary of Pedagogy. Moscow, IKTs MarT.

[16]   Kozlov A.S., Levina E.V. and Estrova P.A. (2015) Conflictology of social groups and organizations. Moscow, Lenand.

[17]   Kozlov N.I. (Online serial) Conflicts, their causes and methods of resolution. Available: https://www.psychologos.ru/articles/view/konfliktyzpt-ih-prichiny-i-sposoby-razresheniya.

[18]   Kozyrev G.I. (2017) The conflict potential of contemporary Russian society. Sociological Researches, 6 398 pp 68-78. DOI: 10.7868/5013216251706006X.

[19]   Lungu V. and Darii L. (2012). Influenţa stresului asupra procesului de învăţare la studenţi," Departamentul Ştiinţe Socio-Umane, pp 180-182. DOI: http://repository.utm.md/handle/5014/3372.

[20]   Maslow A.G. (2003) Motivation and personality: Transl. from English 3rd Ed. St. Petersburg, Peter.

[21]   Miethlich B. and Oldenburg A.G. (2020) Social Inclusion Drives Business Sales: A Literature Review on the Case of the Employment of Persons With Disabilities. In 33-nd IBIMA Conference, Education Excellence and Innovation Management through, Vision 2020, Granada, Spain, 04 pp 6253-6267.

[22]   Ryndin I.A. (2020) The tolerance in the student environment. In III Intern. Student Sci Pract Conf Research activity as a factor of personal and professional development of students, Moscow, Russia, '03 pp 243-245.

[23]   Sakhansky N.B., Grigoriev S.M. and Gustova E.A. (2018) Conflict situation: what to do the Leader of the educational institution. In II Intern Sci Pract Conf Problems of the efficient integration of science, education and innovative practice in the Digital society, Moscow, Russia, '11 pp 66-69.

[24]   Samadova S. and Samad K. (2020) Tolerance of fetere teachers in the future development of interethnic relations in education. EJRRES, 8 2 pp 137-137.

[25]   Shtakina O.V. (2018) Pedagogical Conditions of Developing Teenage Learners' Creative Abilities. Questions Nowadays Science, 1 64 pp 124-126. DOI: 10.17277/voprosy.2018.01.pp.124-126.

[26]   Volkova E.A. and Ruznetsov A.I. (2013) Transformation of reading student's youth in the sociocultural environment of higher education institution. Society and Law, 4 46 pp 297-300.

[27]   Yudichev D.N. (2020) The reasons and prevention of conflicts in the student environment. In III Intern Student Sci Pract Conf Research activity as a factor of personal and professional development of students, Moscow, Russia, '03 pp 243-245.