Intercultural Tolerance Formation at Higher Education Institutions

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Abstract: The aim of the article is to present the main peculiarities of the process of intercultural tolerance formation at higher education institution and the results of implementation of the pedagogical technology of future masters intercultural tolerance formation developed by the authors. A new approach to solving the scientific problem of increasing the level of intercultural tolerance of future masters is based on organizing the process of intercultural tolerance formation as an integral pedagogical process, based on strengthening interdisciplinary links, introduction of adequate sequential pedagogical technology as well as during extracurricular activities that will contribute to the personal development of future masters.

The results of the survey conducted before the implementation of a new pedagogical technology showed that the majority of future masters had mostly low and average level of intercultural tolerance that did not allow them to work efficiently with the representatives of foreign cultures.

The pedagogical experiment, the goal of which was to check the efficiency of the implementation of the developed pedagogical technology of the formation of future masters intercultural tolerance, proved the effectiveness of the proposed technology and confirmed the formulated hypothesis of the study. The majority of future masters in the experimental group reached the average and the high levels of intercultural tolerance, while the results of intercultural tolerance formation in the control group, where students were taught in the traditional way, showed a slight dynamics at the average level.

Keywords: *intercultural tolerance; higher education; master degree; pedagogical technology; pedagogical experiment.*

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1. Introduction

The objective globalization processes that take place in life of a modern society determine strengthening of international relations and ties, contribute to the creation and implementation of joint projects, expand cooperation with representatives of different cultures. In view of this, the system of higher education faces the task of preparing a specialist who would be able to work in an intercultural environment.

Under the conditions of the significant increase in cooperation with foreign partners, on the one hand, and in connection with the spread of armed conflicts, ethnic and religious conflicts due to intolerance towards the views, traditions and beliefs of other cultures – on the other hand, such universal and professional moral quality as intercultural tolerance acquires special significance. Nowadays, ability of a specialist to conduct a dialogue with representatives of other countries, to be tolerant towards the peculiarities of the national culture of foreign business partners, to achieve the goals of international cooperation comes to the fore.

The Declaration of the Principles of Tolerance (1995) interprets tolerance as respect, acceptance and understanding of the diversity of cultures of the modern world, forms of self-expression and ways of human individuality, as well as recognition of the right to the differences in appearance, social status, language, behavior, values etc.

Intercultural tolerance as a professional moral quality acquires significance in all spheres of society: economic, social, political, religious etc.

As noted in the work by Poliakova, Ridel and Kyrychenko (2019), multi-structural inter-ethnic conflicts are becoming more and more open and explosive under the rapid globalization. Nowadays it is necessary for people to be able to communicate in a multinational environment in the spirit of humanistic traditions and ideas, while working with foreign business partners in multinational companies, conducting joint exercises, developing international projects etc.

The problem of intercultural tolerance formation is especially topical for future masters of economics who specialize in international economic relations that is proved by Giacomo G. Corneo and Olivier Jeanne (2009) research.

Also the problem of intercultural tolerance formation is especially topical for the military higher education institutions. In the context of expanding cooperation in the military sphere with NATO countries, there is a need to train military specialists, especially specialists with a master degree who perform innovative tasks, who would be able to carry out peacekeeping

missions, to work productively in an intercultural environment for the benefit of the country, to interact with representatives of other countries during joint exercises, to respect the views, traditions and beliefs of others, in order to avoid and reduce the number of armed conflicts.

A survey conducted among the future masters of Simon Kuznets Kharkiv National University of Economics and cadets of Ivan Kozhedub Kharkiv National Air Force University showed that 72% demonstrated disrespect for the views of others; 28% of respondents were critical. The survey showed that students did not have a sufficient level of general culture and psychological readiness to be tolerant to the differences in people.

The topicality of the research problem is also confirmed by the presence of contradictions between:

- the need to prepare future masters for professional activity in the context of globalization and insufficient level of formation of such professionally significant quality;

- high requirements for the masters level of culture, an integral part of which is a tolerant attitude towards representatives of other cultures, and insufficient attention of higher education institutions to the formation of intercultural tolerance;

- teaching staff of higher education institutions need in scientifically sound developments in the formation of intercultural tolerance of future masters and lack of relevant research;

- future professionals need to gain experience in adapting to the conditions of cooperation with representatives of other cultures and insufficient level of intercultural tolerance formation.

Thus, the topicality of the problem, its insufficient elaboration, the need to overcome existing contradictions and the pedagogical practice of higher education institutions needs led to the choice of the research problem, based on the hypothesis that the formation of intercultural tolerance of future masters would be effective if to implement the technology of its formation under such conditions: organization of formation of intercultural tolerance as an integral pedagogical process aimed at training a professional and fostering a tolerant personality; effective extracurricular work based on the principle of intercultural dialogue; increasing motivation for the formation of intercultural tolerance, mastering the integral content of professional training through strengthening interdisciplinary links, gaining experience in social relations during professional interaction with foreign partners, professional and personal development of future masters.

2. Literature Review

The issue of future masters intercultural tolerance formation was considered on the basis of the work of scientists in view of various aspects: intercultural communication competence (Gareis, 2019; Goldman, 2019; Holubnycha, 2019; Kostikova, 2019; Merkin, 2019; Niculescu, 2017; Poliakova, 2019); tolerance in the interaction of civilizations (Habermas, 2000; Lektorskiy, 2001; Rierdon, 2001); the relations between the concepts of 'tolerance' and 'toleration' (Anderson, 1992; Karduz, 2018; Schwartz, 1992); interdisciplinarity of the problem of tolerance (Boghian, 2018; Becherer, 1999; Maurer, 1999); the term 'tolerance' in the humanities (Bratchenko, 2003; Iliinska, 2009); the essence of the concept of 'intercultural tolerance' (Boyko, 2008; Magun, 2000; Williams, 2000); formation of intercultural tolerance (Agius, 2003; Ambrosewicz, 2003; Ignatiev, 2019; Karimova, 2016; Koriakina, 2019; Parfilova, 2016; Tretyakova, 2019); development of the pedagogical system (Bezrukova, 1996); the theory of sequential formation of mental acts (Galperin, 2003); improvement of pedagogical technologies (Atanov, 2003; Bespalko, 1989).

Despite the significant number of works confirming the interest in a particular problem, the issue of intercultural tolerance formation remains underdeveloped, and the problem of economic and military professionals intercultural tolerance formation remains unresolved.

3. Methods

In order to achieve the objectives and to test the research hypothesis, as well as the obtained results, the following research methods were used: theoretical – analysis, synthesis, generalization and systematization of scientific, educational and methodological literature, normative legal documents to determine the essence, structure and functions of intercultural tolerance; analysis of factors influencing professional training to determine the research problem and to justify its topicality; modeling – for the development of models of the pedagogical system and of the process of intercultural tolerance formation; empirical – diagnostic (interview, questionnaire, survey, testing, method of observation, including indirect, expert survey to determine the level of intercultural tolerance formation; pedagogical experiment (ascertaining, formative, control stages) to test the effectiveness of pedagogical technology of future masters intercultural tolerance formation; statistical – methods of mathematical statistics (criterion χ^2) for quantitative processing of indicators, analysis of

experimental data and qualitative homogeneity of the control and experimental groups.

4. Intercultural tolerance formation

4.1 Peculiarities of the process of intercultural tolerance formation at higher education institution

The study of the state of the development of pedagogical problem of intercultural tolerance formation gave us an opportunity to clarify the peculiarities of the process of intercultural tolerance formation at higher education institution: the process of this professionally significant quality formation should take place with the use of a systematic approach, which involves taking into account the main vectors of the pedagogical process (organization, management, communication and interaction of the subjects of the pedagogical process); the process of intercultural tolerance formation requires ensuring strong interdisciplinary ties on the basis of integrated content, which is implemented in the disciplines (for the economic specializations): ‘Philosophy and Dialogue of Civilizations’, ‘Culturology’, ‘Foreign Language for Professional Purposes’, ‘Global Economy’, ‘Company Development Management’, ‘Fundamentals of Corporate Management’, ‘Social Responsibility’; and in the special course ‘Fundamentals of Intercultural Cooperation’.

On the basis of the analysis of psychological and pedagogical literature on the intercultural tolerance formation, it was found that the effective formation of intercultural tolerance is possible provided the development of a pedagogical system of intercultural tolerance formation based on an interdisciplinary approach, the basis of its implementation is the principles of personality-oriented teaching.

We consider it expedient to rely on the knowledge, cultural, humanistic and humanitarian paradigms as a theoretical and methodological basis in developing the integral system of future masters intercultural tolerance formation. To implement the above mentioned paradigms it is necessary to rely on systemic, culturological, personality-oriented, interdisciplinary, communicative and active teaching approaches. Taking into account the goal – to form future masters intercultural tolerance – general didactic and specific principles of intercultural tolerance formation are singled out: the principles of respect for the individual, creating a tolerant atmosphere during the teaching process, dialogue and cooperation (Yerastova-Mikhalus, 2016, p. 49).

The main goal – to form intercultural tolerance – is embodied in the objectives: to form motives, a positive attitude to building business relationships on the basis of intercultural tolerance; to acquire knowledge of intercultural tolerance and ways to acquire new knowledge; to gain experience in applying skills and abilities to build business relationships on the basis of intercultural tolerance; to form a valuable attitude to building business relationships on the basis of intercultural tolerance, reflection on it.

A necessary stage in organization of pedagogical process of intercultural tolerance formation is to determine the content. The elements of the content of intercultural tolerance formation are: motivational element (formed motives and positive attitude to acquiring new knowledge about this quality, gaining experience in business relationships on the basis of mutual respect are the basis for the formation of intercultural tolerance); cognitive element (acquired knowledge is the basis for building mutually beneficial professional relationships); communicative and active element (acquired skills and abilities to build business relationship on the basis of intercultural tolerance give an opportunity to perform professional activities successfully); emotional and value-based element (formed valuable attitude to intercultural tolerance is the basis for the formation of moral qualities of the individual in general, as well as the positive attitude to the professional activity). The research allowed us to draw conclusions about the advantages of using mostly active, interactive, creative teaching methods, as well as the research and the method of problem-based presentation of the educational material; a combination of classroom (problem lectures, workshops) with extracurricular (seminars, trainings, student scientific conferences) activities.

Therefore the pedagogical technology of this quality formation which presupposes its gradual implementation according to the certain stages was designed. The stages are: motivational and goal-oriented (formation of motivation, positive attitude to the study of educational material; actualization of existing knowledge and skills, as well as the development of common goals for acquiring the necessary knowledge, skills and abilities to build professional interaction with representatives of other cultures on the basis of intercultural tolerance); cognitive and transformative (acquiring new knowledge about intercultural tolerance; forming the skills and abilities of cooperation, conflicts resolution on the basis of mutual respect; gaining experience of intercultural tolerance); reflexive (evaluation and adjustment of the obtained results; understanding the value of gaining intercultural tolerance experience for the professional activity) (Yerastova-Mikhalus, 2016).

4.2 Experimental verification of the efficiency of pedagogical technology of future masters intercultural tolerance formation

4.2.1 Organization and methods of experimental work

To verify the effectiveness of the developed pedagogical technology and to confirm the research hypothesis, a natural pedagogical experiment that did not disrupt the educational process was chosen as the main method of pedagogical research (Kyverialg, 1980). The experimental study was carried out according to the developed methodology; monitoring and evaluation of the level of intercultural tolerance formation was carried out with the help of determined structure, criteria, indicators and levels (low, average, high) of future masters intercultural tolerance (Table 1).

The pilot study (the method of questionnaires, interviews, and observations that provide an opportunity to obtain primary information about the state of intercultural tolerance were used) allowed us to determine the level of intercultural tolerance of future masters. The study was conducted among 50 future masters of the first year of study (S. Kuznets Kharkiv National University of Economics); 30 cadets of the fifth year of study (I. Kozhedub Kharkiv National Air Force University).

Table 1. Criteria and Indicators of Future Masters
Intercultural Tolerance

Criteria and indicators of intercultural tolerance formation	Low level	Average level	High level
Motivational criterion			
Readiness to cooperate with representatives of other cultures on the basis of intercultural tolerance	Low level of interest in professional activities in an intercultural context, insufficient awareness of the need to overcome the problem	Presence of interest in cooperation with foreign business partners; understanding of responsibilities, tasks; tolerant attitude, indulgence in	Full understanding of professional responsibilities, the ability to manage their psycho-emotional state, mobilize efforts, focus on tasks and overcome doubts, be friendly, polite, empathetic.

	successfully on the basis of mutual respect, confidence in success; emotional instability expressed in intolerance, aggression towards others.	the opinions of others, but the inability to concentrate on the task, to overcome the problem on the basis of tolerance due to lack of motivation, inability to control their emotions fully.	
Positive attitude to building business relationships on the basis of intercultural tolerance	Prejudice against the cultural peculiarities of doing business with partners and building business relationships on the basis of intercultural tolerance.	Acceptance of the cultural peculiarities of doing business of partners, but the inability to always take them into account in professional activities and to build business relationships on the basis of tolerance.	Positive attitude to the cultural peculiarities of doing business with the partners and building business relationships on the basis of intercultural tolerance.
Cognitive criterion			
Quality of knowledge (Completeness, Efficiency and Flexibility)	Fragmentary ideas about the features of intercultural tolerance, the limits of its manifestation in professional activity, the parameters of the analysis of business cultures	Incomplete knowledge about the peculiarities of tolerance in the process of cooperation with representatives of other cultures, the limits of intercultural tolerance and the parameters of culture,	Completeness, flexibility and efficiency of knowledge about the peculiarities of the manifestation and limits of tolerance in the professional sphere, the parameters of business cultures,

		insufficient ability to use them flexibly in the process of professional activity.	awareness of ways to acquire new knowledge; willingness and ability to use the acquired knowledge in solving professional issues quickly and efficiently.
Operational criterion			
Ability to adapt to the intercultural environment in the professional sphere	Low ability to adapt to doing business in an intercultural environment; lack of initiative, which is manifested in the inability and unwillingness to take responsibility for decision-making.	The presence of skills to adapt to different conditions of international business, but lack of appropriate initiative.	Ability to adapt to different conditions of cooperation with business partners - representatives of other cultures, the ability to resolve conflict situations taking into account the interests of both parties; initiative.
Ability to cooperate with the representatives of other cultures on the basis of intercultural tolerance	Lack of skills to build a constructive dialogue when interacting with representatives of other cultures, which affects the results of cooperation with them.	Presence of skills to build business relations with foreign partners, but inability to solve problems during intercultural cooperation effectively.	Ability to build and maintain business relationships with foreign partners based on democratic principles; ability to solve problems during intercultural interaction effectively; formed communicative tolerance.

Reflexive criterion			
Valuable attitude to the interaction with foreign partners on the basis of intercultural tolerance	Focus on achieving the goal of professional intercultural interaction without taking into account universal moral values, principles and ideals.	Awareness of the importance of universal moral values, principles and ideals, but focus on the immediate goals of professional activity of the enterprise.	Taking into account the importance of universal moral values, principles and ideals in building professional intercultural interaction on the basis of intercultural tolerance.
Ability to reflect	Unformed ability to analyze one's own communicative behavior during interaction with foreign business partners.	Passive attitude to the correction of one's own behavior during interaction with foreign business partners.	Ability to analyze and correct one's own behavior towards foreign business partners.

The method of communicative tolerance diagnostics by Boyko (2008), test by Tushkanova (2003, p.357-359) 'How tolerant are you?' as well as diagnostics of the level of personality tolerance by Magun (2000) were used as questionnaires for future masters. The survey showed that 72% of respondents were able to defend their beliefs firmly; be excessively harsh if their views did not coincide with the thoughts of the interlocutor, show disrespect for them; 28% of respondents stated that they had strong beliefs, which were combined with respect for the actions and views of others, were critical of their own views and communicative behavior, could abandon their beliefs if they were wrong.

The obtained results allowed us to conclude that future masters did not have the necessary knowledge that would allow them to understand and respect the views of representatives of other cultures, as well as to cooperate with them. As stated above the survey showed that students were not ready to be tolerant to differences in people. These results were the basis for the

further planning and conducting an experimental study.

To achieve the goal of the research and experimental work (to check the effectiveness of the implementation of pedagogical technology of the formation of future masters intercultural tolerance), the relevant objectives were identified:

- to verify experimentally the efficiency of pedagogical technology of formation of future masters intercultural tolerance;
- to introduce a special course 'Fundamentals of Intercultural Cooperation' in the pedagogical process of the experimental group;
- to determine the level of efficiency of formation of future masters intercultural tolerance in experimental and control groups.

The main base of the pedagogical experiment was Simon Kuznets Kharkiv National University of Economics. The total number of participants in the experiment was 240 people, including 205 future masters and 35 professors.

Modernization of the pedagogical process of formation of future masters intercultural tolerance was based on providing strong interdisciplinary links on the basis of integrated content, which was implemented in the disciplines of professional training of future masters mentioned above.

The experimental study was conducted in three stages: ascertaining, formative, control. To avoid subjectivism in assessing the results of the introduction of pedagogical technology of the formation of future masters intercultural tolerance, a commission of experts, which included prominent, experienced scientists of S. Kuznets Kharkiv National University of Economics, was created.

At the ascertaining stage of the research, the control (CG) and experimental (EG) groups were selected at the Faculty of International Economic Relations, the number of persons was 30 and 29, respectively. The basis for the selection of control and experimental groups were such criteria as: 1) future masters must be on the same course; 2) study the same curriculum; 3) have the same number of learning hours; 4) show approximately the same level of knowledge.

The goal of the ascertaining stage was to determine the level of future masters intercultural tolerance according to all criteria. A number of objectives were defined according to the goal:

- to describe the diagnostic procedures for determining the level of intercultural tolerance of future masters;
- to determine the initial level of future masters intercultural tolerance in the experimental and control groups.

The formation of intercultural tolerance of future masters was determined by three levels (low, average, high), criteria and indicators that were identified on the basis of the components of intercultural tolerance of the master. (Table 1).

Diagnostic tools were aimed at studying the indicators of the formation of intercultural tolerance. The indicators of the motivational criterion were evaluated on the basis of such diagnostic tools as: readiness to cooperate with representatives of other cultures on the basis of intercultural tolerance – authors' modification of method developed by Rean (2000); positive attitude to building business relationships on the basis of intercultural tolerance – Balanced Emotional Empathy Scale (BEES) (Mehrabian, Epshtein, 2000), test by Tushkanova (2003, p.357-359) 'How tolerant are you?', survey and scientific observation of the course of educational activities, test to determine the emotional stability of the future masters in situations of intercultural professional interaction (the method of assessing aggression in relationships by Asinger (1993). Indicators of cognitive criterion were tested according to the method by Podlasyi, Yelnikova (1972). Formation of indicators of the operational criterion was assessed with the help of method of diagnosis of socio-psychological adaptation by Rogers and Diamond (1954), methods of communicative tolerance diagnostics by Boyko (2008), as well as with the help of scientific observation. Indicators of the reflexive criterion were diagnosed on the basis of such criteria as: valuable attitude to the interaction with foreign partners on the basis of intercultural tolerance – method of determining value orientations by Rokich (2002), methods of the diagnostics of personality tolerance level by Magun (2000); ability to reflect – method for determining the level of reflexivity by Karpov (2002), scientific observation of the educational process, interviews with students.

The goal of the formative stage of the experiment was to test the effectiveness of the developed pedagogical technology of future masters intercultural tolerance formation. This stage is connected with the introduction of the developed pedagogical technology, which consisted of motivational and goal-oriented, cognitive and transformative, reflexive stages, into the pedagogical process of future masters training. Pedagogical process in the control group was conducted in the traditional way.

The formative stage was implemented during the future masters training with the help of a developed set of didactic tools. The formation of intercultural tolerance was carried out by means of a special course 'Fundamentals of Intercultural Cooperation' which included topics that correspond to the stages of pedagogical technology: 'Importance of

intercultural tolerance for professional activities', 'Limits of intercultural tolerance', 'Parameters of intercultural differences', 'Conflict resolution in the professional sphere', 'Influence of intolerant behavior on the effectiveness of professional activities'; and by means of academic disciplines: 'Philosophy and Dialogue of Civilizations', 'Global Economy', 'Culturology', 'Social Responsibility', 'Company Development Management', 'Fundamentals of Corporate Management', 'Foreign Language for Professional Purposes', as well as in extracurricular activities (trainings, workshops, seminars dedicated to the human dignity, respect and mutual benefit in professional relations between representatives of different cultures; participation of the students in the annual conference "Intercultural communication in professional activities").

The introduction of the designed pedagogical technology allowed future masters to increase the level of motivation to build intercultural interaction on the basis of intercultural tolerance, to acquire theoretical knowledge and ways of acquiring new knowledge, to gain experience in building business relationships with representatives of other cultures on the basis of intercultural tolerance, to form a valuable attitude towards this professional quality.

It should be noted that during the ascertaining and formative stages of the pedagogical experiment we encountered certain difficulties connected with the fact that when filling in the questionnaires and taking the tests, students tried to correct their answers in order to be better in the eyes of a teacher. The solution to this problem can be the possibility of providing anonymous answers by future masters.

The results of the ascertaining and formative stages of the experiment were checked according to the same statistical criteria and evaluation scale (low level – 1 point, average level – 2 points, high level – 3 points).

At the control stage of the experiment, the results of the formation of future masters intercultural tolerance of the control and experimental groups were compared according to the determined criteria and indicators. The obtained results confirmed the formulated hypothesis of the study.

The conducted experimental study allowed us to adjust the developed teaching aids, to check the practicability of the content of special course syllabus "Fundamentals of Intercultural Cooperation", and to determine the level of intercultural tolerance of future masters.

4.2.2 Results

According to the objectives of the ascertaining stage of the

experiment which were stated above, it was necessary to determine the initial level of future masters intercultural tolerance in the experimental and control groups according to each of the criteria. The obtained data served as a basis for studying the qualitative homogeneity of the control and experimental groups.

The first task of the ascertaining stage of the study was to determine the initial level of intercultural tolerance, methods of the diagnostics of personality tolerance level by Magun (2000) was chosen. The results showed mostly low and average level of future masters intercultural tolerance: 39% of respondents showed the ability to take into account the views of others, to be flexible and respectful; 61% showed the ability to defend their beliefs, to be too firm, to be intolerant to people with other views and beliefs.

Analysis of data on each of the indicators of determined criteria of the formation of intercultural tolerance, as well as the calculation of the arithmetic mean of the results showed the low level of interest in professional activities in an intercultural context, insufficient awareness of the need to overcome the problem on the basis of mutual respect. Most future masters showed an inability to concentrate on the task and an inability to control their emotions during professional interaction, especially in situations of intercultural conflict.

The results of the ascertaining stage of the experiment showed that the level of intercultural tolerance of the control and experimental groups is mostly low (CG – 40%, EG – 34.48%) and average (CG – 43.33%, EG – 48.28%) that indicates an insufficient level of development of intercultural tolerance and emphasizes the topicality and usefulness of the study of this pedagogical problem (Table 2).

Thus, the results of the ascertaining stage of the pedagogical experiment confirmed the topicality and usefulness of the chosen research, and also gave an opportunity to identify initial level of intercultural tolerance, as well as to draw conclusions about the homogeneity of the experimental and control groups.

Table 2. Levels of intercultural tolerance formation
at the ascertaining stage, %

Criteria and indicators of intercultural tolerance formation	Low level		Average level		High level	
	CG	EG	CG	EG	CG	EG
Motivational criterion						
Readiness to cooperate with representatives of other cultures on the basis of intercultural tolerance	41,79	33,67	39,26	48,77	18,95	17,56
Positive attitude to building business relationships on the basis of intercultural tolerance	39,90	31,89	40,60	50,90	19,50	17,98
Average values of motivational criterion	40,86	32,56	40,11	49,82	19,23	17,62
Cognitive criterion						
Completeness of knowledge	42,25	39,35	42,85	46,18	14,90	14,47
Efficiency and Flexibility of knowledge	39, 11	37,58	45,89	48,50	15,00	13,92
Average values of cognitive criterion	40,99	38,28	44,11	47,54	14,90	14,18
Operational criterion						
Ability to adapt to the intercultural environment in the professional sphere	42,81	34,77	41,14	46,33	16,05	18,90
Ability to cooperate with the representatives of other cultures on the basis of intercultural tolerance	41,67	33,90	39,86	48,70	18,47	17,40
Average values of operational criterion	42,27	34,11	40,57	47,75	17,16	18,14
Reflexive criterion						
Valuable attitude to the interaction with foreign partners on the basis of intercultural tolerance	39,52	35,87	43,98	48,65	16,50	15, 48

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Ability to reflect	37,16	33,38	46,61	49,06	16,23	17,56
Average values of reflexive criterion	38,28	34,73	45,17	48,55	16,55	16,72
Formation of intercultural tolerance						
Average values	40	34,48	43,33	48,28	16,67	17,24

The results of the control experiment confirmed the effectiveness of theoretically sound pedagogical technology of intercultural tolerance formation (Table 3).

The experiment met all the requirements for pedagogical research: the observance of the principle of quantitative and qualitative equality of groups indicators was proved, that was checked by the criterion χ^2 ; the educational process was carried out in the same conditions for EG and CG. The difference was that pedagogical technology of intercultural tolerance formation developed by authors was introduced in the process of teaching future masters in EG.

The experiment showed a positive trend by all criteria (Figure 1). The majority of future masters in the experimental group reached the average (65.52% of students) and high (27.58% of students) levels of intercultural tolerance, analysis of the results of intercultural tolerance formation in the control group showed a slight dynamics at the average level (Figure 2).

Table 3. Results of the experimental verification of the developed pedagogical technology of future masters intercultural tolerance (increase, %)

Criteria and indicators of intercultural tolerance formation	Low level		Average level		High level	
	CG	EG	CG	EG	CG	EG
Motivational criterion						
Readiness to cooperate with representatives of other cultures on the basis of intercultural tolerance	-6,63	-27,06	6,63	19,16	0	10,07
Positive attitude to building business relationships on the basis of intercultural tolerance	-5,07	-25,28	5,07	17,01	0	8,10
Cognitive criterion						

Completeness of knowledge	-0,9	-30,16	0,9	17,05	0	13,68
Efficiency and Flexibility of knowledge	-1,4	-28,36	1,4	14,13	0	15,98
Operational criterion						
Ability to adapt to the intercultural environment in the professional sphere	-7,07	-28,06	7,07	19,05	0	7,11
Ability to cooperate with the representatives of other cultures on the basis of intercultural tolerance	-5,01	-30,11	5,01	21,17	0	9,54
Reflexive criterion						
Valuable attitude to the interaction with foreign partners on the basis of intercultural tolerance	-1,11	-28,15	1,11	17,06	0	8,16
Ability to reflect	0	-26,17	0	16,12	0	10,32
Formation of intercultural tolerance						
Average values	-3,33	-27,58	3,33	17,24	0	10,34

The formation of intercultural tolerance of the majority of future masters in the control group remained at low (36,67% students) and average (46,66% students) levels. The analysis of the results of the control stage of the experiment confirmed the hypothesis of the research

Fig. 1 Diagram of the experimental group after the experiment

and gave an opportunity to draw a conclusion about the efficiency of the designed pedagogical technology. The results of the research were implemented in the educational process of O.M. Beketov Kharkiv National University of Urban Economy, Ternopil National Economic University, Simon Kuznets Kharkiv National University of Economics.

5. Conclusions

Thus, the solution of the problem of future masters intercultural tolerance formation by organizing the process of forming this quality as an integral pedagogical process, based on strengthening interdisciplinary links, introduction of appropriate sequential pedagogical technology, as well as during extracurricular activities that will promote professional and personal development of the future specialists is proposed.

Fig. 2 Diagram of the control group after the experiment

The efficiency of the designed person-oriented pedagogical technology of future masters intercultural tolerance formation which presupposes its gradual realization at the certain stages is verified experimentally.

It is proved that the process of intercultural tolerance formation is a change of subjects states through specially organized management of educational activities of the students on the basis of dialogical relationships (teacher ↔ student), which involves the development of the pedagogical

system of intercultural tolerance formation, model of pedagogical process and appropriate pedagogical technology.

Thus the formulated research hypothesis is confirmed experimentally. The results of the control stage of the experiment proved the advantage of the proposed technology over traditional. Positive trend of indicators of intercultural tolerance formation according to all criteria is recorded. Mathematical calculations by the criterion χ^2 proved the statistical significance of these experimental results and their reliability at the level of 95%.

The research does not cover all aspects of the problem. It is promising to study the problem of forming a culture of professional communication of future masters.

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