**Cherednyk Lidiya. The essence and structure of a primary school teacher teaching tolerance**

The article deals with the concept of teaching tolerance in its historical, philosophical, cultural, linguistic, psychological and pedagogical aspects; the historical background for the development of tolerance ideas on the basis of analysis of Ukrainian and foreign psychological and pedagogical literature was characterized; the essence and content of primary school teacher was determined, its main structural components were defined.

The comprehension of the problem of tolerance can be found in the works of ancient philosophers: Aristotle, Confucius, Volodymyr Monomakh, Plato, Socrates, Grigoriy Skovoroda.

The research of the cultural and linguistic aspects of the notion “tolerance” is interesting: the semantics of the concept was defined, which includes the complexity of the notions which are beyond the language and were acquired as a result collective experience of the humanity.

The essence of the concept “teaching tolerance” was analyzed in the works of teachers classics and modern psychological and pedagogical researches: it’s a personal quality, the feature of a humane person; it’s a partnership in communication, cooperation; an ability of an individual to accept other thoughts, lifestyle, type of behaviour etc; readiness to accept others as they are and to cooperate with them on the basis of agreement and understanding.

A primary school teaching tolerance consists of its basic components (conceptual, personal motivational component, behavioral and reflexive components ) which in their turn, are characterized by humanistic pedagogical comprehension, benevolent attitude towards the participants of the education process, an ability for self-analysis, an orientation towards the formation of tolerant behavior of primary schoolchildren.