

# Methods for future teachers to develop personal and ethnic characteristics in students in shaping a culture of interethnic communication.

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**Abstract:** This article focuses on the issues of forming a culture of interethnic communication in future students and their understanding of their position and views as independent individuals. In developing a culture of interethnic communication in students, students' experiences of entering into dialogue with representatives of other nationalities are also considered. This article serves as a source for the principle of a phased sequence of technologies for preparing future teachers to form a culture of interethnic communication.

**Key words:** emotion, future teacher, high level of perception, leadership competence, moral awareness, school education, pedagogical education, nationality, religious and faith views.

As we know, there are several cultures on earth, and these cultures, while differing from each other, intersect at certain points. Along with their own culture, understanding and understanding other cultures requires teachers and students to have certain knowledge in this area. In such situations, the culture of interethnic dialogue appears as an important condition for a comfortable life in the new Uzbek society. The culture of interethnic dialogue is especially manifested as a leading competency of future teachers. It is teachers who, in the process of their pedagogical activity, are able to introduce students to different cultures and prepare them for dialogue between them. In this process, they must take into account the personal and ethnic characteristics of students. For this, students are also required to interact with their parents. It is known that the emotional and emotional spheres of students are significantly influenced by mass culture and the religious and religious views of family members. Teachers should be able to accurately determine the level and significance of this influence in a timely manner. It is known that students are young people by their age and psychological characteristics. They are capable of determining their position and views as independent individuals. During this period, they strive for spiritual, ideological, and civic maturity. Their worldview, moral consciousness, and self-awareness qualities are rapidly developing. Because it is during youth that a person's worldview develops. It forms a holistic picture of nature and society. As a result, future teachers begin to understand themselves and are able to independently manage their activities. A favorable situation is created for them to understand the meaning and essence of life. At this age, a person's feelings and experiences are rapidly developing. They are able to make plans for the future. Mentally and physically developing students and young people manifest a positive sense of self-awareness. This strengthens their motivation for vitality and development. The emotional sphere of students is distinguished by its sensitivity to rich experiences. During this period, a high level of perception and excitement towards experiences increases. At the same time, the process of emotional perception of reality is characterized by a richness of experiences. In this process, they also react sensitively to the feelings of those around them. The assessments that those around them give to students are carried out through a demonstrative denial of moral rules. This, in turn, reaches the level of prohibition of certain moral processes. One of the characteristic aspects of the intellectual development of students is theoretical, abstract, hypothetical-deductive thinking, and this way of thinking in them occurs even in situations where it is not associated with specific conditions. Because general mental abilities are fully formed in students. In the process of higher pedagogical education, these mental abilities are improved and directed towards acquiring professional competencies.

Students and young people feel a greater need for communication. This is especially important in the process of professional development. At the same time, communication serves to systematically develop students' knowledge and worldview. Future teachers exchange ideas not only in universities, but also in various social situations and in the family. In this process, they also directly communicate with representatives of other nationalities. As a result, their communicative skills develop.

Socio-pedagogical problems exist in higher pedagogical educational institutions and general secondary schools, and it is of particular importance for future teachers to be aware of the methods for their comprehensive analysis and elimination.

To this end, it is required to create a favorable environment for students to interact with representatives of different nationalities in higher pedagogical educational institutions, and on this basis, to form ethno-pedagogical competence in future teachers. The main goal is to form in them the competence to effectively carry out pedagogical activities in a multinational educational environment. For this, it is required to create favorable conditions for future teachers to study the specific aspects of interethnic culture. This involves creating favorable pedagogical conditions. To determine such conditions, we tried to take into account the specific characteristics of a higher pedagogical educational institution.

1. Taking into account the socio-cultural characteristics inherent in the multinational environment of the higher pedagogical education institution;

2. The development of a practical methodological process in this area is envisaged by introducing a component of ethnocultural knowledge into the content of higher pedagogical education;

3. The preparation of future teachers for the formation of a culture of interethnic communication in students is carried out systematically, in addition to the classroom, in seminars and laboratory classes.

For this, pedagogical conditions for the development of the competence of forming a culture of interethnic communication in future teachers are determined. We tried to develop specific methods and ways of implementing the process of preparing future teachers for the formation of a culture of interethnic communication. For this, first of all, we sought to use technologies for the development of the competence of forming a culture of interethnic communication in future teachers. The technology of training future teachers for the formation of a culture of interethnic communication was used on the basis of the principle of a phased sequence. The first stage, the stage of using information and training technologies, is aimed at developing the knowledge and worldview of future teachers in cultural studies. It is aimed at accumulating experience in communicating with representatives of other nationalities. This stage is aimed at determining the organizational and pedagogical conditions for the formation of interethnic communication competence in students. The tasks of this stage also include determining the extent to which educational materials on the formation of ethnocultural competencies are embedded in the process of higher pedagogical education. In order to prepare future teachers to form a culture of interethnic communication in students, it is advisable to include the "Ethnocultural Dialogue" training course in the educational process. We recommend organizing trainings within the framework of this special course to prepare future teachers to form a culture of interethnic communication in students. In addition, the special course also includes discussions, roundtable discussions, and dialogue situations. In addition, it is advisable to use various games and group activity methods. Within the framework of the subject "Ethnocultural dialogue", it is planned to form knowledge and skills related to the culture of interethnic dialogue in future teachers. Because such knowledge will enable future teachers to work effectively in a multinational pedagogical environment. In the special course, a series of lectures and practical exercises will be organized with future teachers on the topics of interethnic dialogue and ethno-pedagogical culture. Within the framework of the training course, students will be provided with knowledge and skills on the following topics: "Current issues of forming a culture of interethnic dialogue in future teachers", "The essence of the concept of a culture of interethnic dialogue", "Religious and religious views of the Uzbek people", "The way of life, traditions, holidays, and ethno-pedagogical values of the Uzbek people as expressed in folk oral literature", "The tolerance of the Uzbek people among nations and religions" (Historical and current experiences), "The educational system of the Uzbek people", "The educational traditions of other nations living in Uzbekistan", "Religious perceptions of the peoples living in Uzbekistan", "Holidays and customs of other peoples living in Uzbekistan", "Sources expressing interethnic relations", "National characteristics of representatives of other nations living in Uzbekistan", "The emergence of interethnic conflicts: their social, political causes and factors for their elimination". Lectures and seminars will be organized on topics such as "Pedagogical factors and conditions for the formation of a culture of interethnic dialogue in students", "The content of the pedagogical process aimed at the formation of a culture of interethnic dialogue in students". The didactic process organized within the framework of the "Ethnocultural Dialogue" course involves the use of methods such as debate, conversation, game, analysis of specific situations, digital technologies, brainstorming, business games, and reflection.

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