

Potential Opportunities of Educational Environment in Developing Tolerance in Students

Ahmadjanov Doniyor Bakhtiyorovich

Doctor of Philosophy in Pedagogical Sciences (PhD)
Associate Professor of Chirchik State Pedagogical University
Uzbekistan.

Abstract. This article analyzes the role of the family entity in improving tolerance competencies, the potential opportunities of the educational environment and pedagogical strategies for developing tolerance in students, and a number of methods for developing tolerance in the teacher are presented. Also, a number of pedagogic strategies required in the educational process at a higher educational institution for the development of tolerance competence in students have been developed and scientifically substantiated.

Key words: the strategy of creating a friendly environment and gaining respect among representatives of different cultures, communicativeness, individual differences, the principles of mutual humanity, the strategy of diagnosing leadership behavior in conflict situations, interpersonal style, mutual cooperation, analysis of the system of interaction in the development of tolerance of learners strategy of doing, strategy of agreement, strategy of adaptation

Introduction

In the modern world, education is of great importance as the main factor in the formation of tolerance. If we consider the young generation, the members of a certain country, and the developing global society in general, the task of socialization depends on education, because from the first days of birth, a person is engaged in continuous, endless and labor-intensive pedagogical activities. Education and training, which is an integral part of the educational process, is considered the most important process in pedagogical activities. Also, a number of determining factors of education and training have their influence on the formation and development of the competence of tolerance in the learner in pedagogical activities. In particular, the result of education is manifested on the basis of the uniqueness of individual characteristics, which are manifested by positivity or negativity. The most modern educational technologies will not work if they are not based on the principles of education, because education is always closely integrated with education, they are an inseparable whole process, which is a unique and absolute axiom. It is known that education is the process and result of mastering the system of certain knowledge, skills and abilities of a person, as well as its connection with the social and cultural life of society, the ways of thinking required to perform certain professional tasks. According to the United Nations Universal Declaration of Human Rights, education should promote mutual tolerance, solidarity, mutual understanding, brotherhood, peacekeeping activities of racial and religious groups among all nations and peoples [1].

Literature Analysis And Research Methodology

Ensuring gender tolerance in the primary and secondary education system, improving the quality of education, meeting the needs of youth and adult education, and improving literacy are the main issues in continuing education. The long-term activities of great pedagogues such as A.S. Makarenko, V.A. Sukhomlinsky, I.R. Ivanov, and O.S. Gazman in the field of education are marked by a particularly important direction in the relations of tolerance. One can fully agree with I. Pchelintsvoy's opinion that the environment of tolerance creates conditions for the development of the educational process based on humanitarian and moral values [2]. In addition, it can be said that the main condition of humanitarian education that educates and develops a tolerant person should be the open and free active assimilation of the changing world, the formation of an educational environment based on tolerance with high-level mechanisms of self-recognition representing spiritual and cultural historical values.

The traditional principle of moral education in our country is respect for adults, especially the teacher, who is the leading and main subject in the formation of tolerance in the learner. The teacher puts forward humanitarian ideas during his activity as a person who forms and develops various competencies in the future

specialist. V.A. Sukhomlinsky, who put forward humanistic ideas in education, "in the formation of a person, a huge responsibility is placed on the teacher, therefore it is very important for the teacher to be sensitive and gentle towards the maturing person, to be tolerant of his shortcomings, to express his attitude towards the young generation through respect and love " [3] emphasizes that. The formation of tolerance requires the teacher to clearly define the correctness of educational measures.

The creative process of developing tolerance in the subject-subject relationship is pedagogical communication [4]. In addition, P.F. Komogorov, who believes that the teacher's tolerance is related to his communication process, emphasizes that the teacher should always have a tolerant relationship with the learner [5].

Discussion And Results

Through the principles of education active in the teaching process, tolerant relations of the individual are formed, while their worldview and perception are based on knowledge about the diversity of the world, their education also needs new knowledge. Today, scientific and technological advances are changing the world, which, of course, requires a significant increase in the value of education in improving knowledge and intelligence, which have become the main means of production.

The role of education as the main formative factor of directing young people to tolerant relations is even more important, namely, education should educate the feelings of philanthropy, patriotism, solidarity, national dignity and tolerance, and at the same time should not allow a person to put nationalism, the superiority of the religion belonging to his own nation, personal qualities above others. it is of great importance in preventing negative effects such as mutual misunderstanding, inter-ethnic, inter-personal enmity. The generalization trends of educational programs and the definition of scientific and worldly knowledge in accordance with modern educational requirements serve as the primary means of improving tolerance in students through education. The field of education requires raising the general level of education of individuals and ensuring a social order capable of effective work in the fields that require the most modern science and information. The most important general requirement in this process is to pay attention to the educational process as a socializing factor, namely to strengthen the principles of humanity, peace and tolerance in the minds of students.

It is necessary to introduce modern educational trends in the formation of tolerance competence in students. It is necessary to develop general, public education, its continuity, development of education based on the integration of the individual and society, organization of an educational process based on the active acquisition of cognitive activity methods by the individual. In this process, it is necessary to classify the educational process according to the general needs and individual requirements of consumers. During the educational process, the learner will have opportunities for self-awareness and self-development.

The educational environment should widely use its opportunities to unite the society, preserve the socio-cultural space, glorify human dignity, eliminate national and social conflicts on the basis of national culture and inter-confessional equality. Development of tolerance competence in students requires changes in the content of education. Educational content is a decisive factor in the formation of socially important values and a system of social relations in students. Freedom of independent and personal thinking under the influence of national values in the learner ensures elimination of the feeling of intolerance towards any different thinking. As a result, the tolerance competency developed in the learner becomes an important component of the spiritual space of the society. Education, as a long-term process, is important in human life, in this process tolerance competence develops through experiences based on the moral-aesthetic qualities of a person, systematic educational and educational activities, knowledge, skills and qualifications accumulated by mankind over the past centuries.

Higher education, theoretically and practically, as the most important factor in the social process of the individual, has a great practical feature of developing tolerance in students, adapting them to social conflict situations, further developing their communicative competence during the educational process, and the curriculum and programs are aimed at developing a stable personal outlook and the qualities of tolerance. should be built. The diversity of civilizations and values based on a system of equal relations require the recognition of not only universal, but also universal values. Formation of social competences starting from school education aimed at preparing students to study and analyze modern and global realities in an active citizenship position, directions that determine the content and perspective of education are the main part of

improving the competence of tolerance. In this educational process, the learner develops the ability to successfully adapt to developing and changing social changes. UNESCO's world education programs also recognize that the priority of these aspects is a very important guideline.

In higher education, students acquire other standards of interaction that are not characteristic of teenagers, which are distinguished by the fact that their attitude is close to the attitude of adults, but not yet fully developed. Therefore, the teacher in the educational institution can have a great influence on the direction and formation of the student's views on tolerance in the relationship with the students. In this process, student youth can pay great attention to intellectual and creative development, show their influence on the vector of future changes of the society with a high level of creative thinking.

Teamwork, active participation in the social life of the educational institution unites students, develops the virtue of tolerance in their personality. Since the main goal of the educational institution is to create an educational environment based on active tolerance, it always activates various intellectual, creative and socially important mechanisms that unite students ("Ingenuity", "Literacy", "Fun and clever", creative circles and contests, etc.) and monitors student participation in it.

It is also necessary to purposefully form the mentality of tolerance competence and mental qualities specific to it. Communicative interactions between students from different mountainous regions, remote villages, and leading cities are complicated by territorial and psychological influences. The mental qualities inherent in the mentality arise due to ethno-psychological characteristics, stereotypes and culture in regional differences. It requires the educator to pay special attention to these features, to prevent problems as a person responsible for ensuring social development. In particular, the teacher should pay special attention to the levels of students' religious beliefs, because religious intolerance is one of the factors that have a great influence on the development of tolerance competence. The level of their religious belief is determined by factors such as the place of residence (for example, the higher level of religious belief in Fergana, Andijan, and Namangan regions is also reflected in the students who study from these regions), material well-being, and adult education. The educational environment aimed at developing tolerance in the educational process should be aimed at preventing various effects that cause alienation, fear, and self-doubt. Education aimed at developing students' independent thinking, critical awareness and intellectual worldview, quick and optimal decision-making and conclusion skills develops tolerance.

Today, the interaction between students and young people is becoming more developed and even more complicated through mobile communication. Their "friendly" attitude in the virtual world causes various consequences, unfortunately, due to the weakness of the virtual culture, there are many cases of falling under the influence of various extreme religious, radical and nationalist currents and groups. The main combatant of these effects is pedagogical communication and upbringing, and the main social groups that require attention to young people are teachers, parents, and members of society.

As mentioned above, the formation of tolerance should be carried out in a humane, individual-oriented way. During his professional-pedagogical activities in this direction, the teacher determines the levels of formation of a certain hierarchy of values, taking into account the personal characteristics of each learner. The need for tolerance competence in higher education institutions requires to ensure that the future specialist meets the requirements of society by developing the strictly defined relations of tolerance in accordance with social and professional standards in modern conditions. As a basic and integral part of the social competences provided in the future specialists, the competence of tolerance, which is necessary to provide as a stable personal characteristic, is determined. It implies the development of the following characteristics in the student:

- establish a stable action and positive attitude towards a certain community and person;
- establishment and development of cooperation between representatives of different cultures;
- constructive resolution of problematic and mutually conflicting situations and development of empathy;
- sympathy, courtesy, restraint and tolerance.

Constructive indicator of tolerance competence formed in students is determined by tolerant interaction characterized by certain features in communication. There should be pedagogical strategies aimed at developing tolerance in the educational environment. It is appropriate for the pedagogue to try to normalize the interpersonal relations between students, following the principles of tolerance, to convey to them the norms

of mutual respect, trust, and cultural communication characteristic of tolerance on the basis of historical and cultural experiences.

An educator effectively uses a number of methods to develop tolerance, the main ones of which can be mentioned below.

The method of behavior correction is of great importance in the development of tolerance, and its use requires, first of all, the formation of cultural behavior and moral-aesthetic education in students. Within the framework of this method, it is possible to create a culture of interpersonal relations in students, to teach them to have a tolerant relationship with others, to create an experience of using the values that are important for the representatives of our nation [6]. Using this method, the teacher should deeply analyze the behavior of students and young people in the process of education and training, the norms of behavior they follow, identify the gaps, and develop measures to eliminate the shortcomings they allow. This method is an effective method of showing the behavior of the representatives of our spiritual heritage as an example, informing students about the exemplary work they have done, and correcting the shortcomings in behavior that affect tolerance, and the correction is carried out as a result of using the diagnostic method. In this way, a life ideal image is formed in the student's behavior, the received role model has a positive effect and helps the formation of cultural behavior stereotypes in students.

Exemplary examples of the representatives of our spiritual heritage affect the students' subconscious and arouse their feelings, while the method of comparing the surrounding negative moral descriptions is activated. In this, the consequences of negative behavior stereotypes are analyzed in the eyes of students, and ways to eliminate them are shown. Such processes provide students with a fair and active positional thinking in the areas of tolerance in relation to changes in personal and community life, as well as not having problems in mutual relations. Behavioral and moral stereotypes specific to tolerance formed in students require setting ideals in this direction. After all, the learner always follows and imitates teachers with high moral qualities who have a positive attitude. Educative processes carried out by the teacher are of particular importance in the formation of tolerance in students, and this integrates a number of activity methods. The educator, using effective methods, enables the selection of components of tolerance competence and leads to the formation of a tolerant worldview. These educational processes in education create favorable conditions for mutual socialization of students.

In the development of tolerance in the educational and educational processes of higher educational institutions, the dilemma method also introduces students to a new system of interpersonal relations and intercultural situations. It contains the norms of social behavior necessary for learners, directions that prevent the use of negative moral stereotypes in the future, and positive motives for solidarity and interaction. For this, students should develop themselves, work on themselves, learn historical and cultural resources, social experience of the people.

The dilemma that serves to expand students' choices in extracurricular pedagogical processes requires the application of the principles of tolerance to choose one of two conflicting situations. Intercultural comparison ensures that they have the motivation to adopt one according to their own mentality and perception. So, dilemma (Dilemma) is derived from the Greek language and serves to define a situation in which a choice is required between two seemingly acceptable situations (different cultures, different religious beliefs, different areas of tolerance).

A choice can also be made in mutually exclusive complex situations in a dilemma, which by its nature is aimed at dealing with different, problematic, complex situations. Among these situations, choice acceptance is a complex process, and the presence of learner-specific elements of tolerance has implications for choice theory. The situations presented to the educator are characterized by their closeness to each other, which gives it the characteristic of tolerance as an important method of forming a cultural and moral worldview. In inter-situational interaction, the learner determines his natural moral approaches based on the informational source of tolerance. Given the opportunity to acquire modern moral norms at the cost of losing some spiritual moral value, the ratio between the morality of "destroying" and the morality of "possessing" the learner requires a unique choice. In this case, the conflict of personal and common interests requires an intellectual understanding from the learner that provides a choice based on tolerance, and this is formed in the educational and educational processes. With the help of the dilemma method, situations typical of intercultural tolerance are discussed with students.

Students should support or deny any discussion processes and present their hypotheses based on reasonable and evidenced opinions. It is appropriate to provide an analysis of the answers according to the signs of selection, value, social position, fairness and reciprocity. The use of dilemmas in the development of tolerance in students is effective, and on the basis of each organized dilemma, it is possible to determine the priority directions in the competence of tolerance of a person.

Conclusion

So, tolerance is not formed in one subject, its formation and development is carried out in a coordinated system of inter-subject cooperation. Tolerance refers to ways and means of resolving social conflicts and ideological differences in most cases, but it does not require commitment to certain principles in all cases. Tolerance is also a necessary condition for a new situation. Tolerance is a phenomenon intensively studied by psychologists, sociologists, cultural studies and pedagogues, and it appears as a quality that can be formed as a value in a person, directly related to social and cultural differences between people and communities. Tolerance in the field of pedagogy is not a new idea, its emergence and development progress has been shaped in a unique way according to the factor of time and space. Tolerance initially entered the history of the development of ethics and moral education as a symbol of equal rights and the first historical form of legal violence. This is related to the phenomenon of talion, according to which opposing a talion equal in force to a crime was considered the golden rule of morality. The idea of not doing unto others what you would not have done unto yourself had a great influence on the development of tolerance.

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