



EFFECTIVE WAYS OF TEACHING TOLERANCE IN FOREIGN LANGUAGE TRAINING IN UZBEKISTAN

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ANNOTATION

This article discusses modern pedagogical technologies in the development of tolerant thinking of Uzbek students in the process of teaching foreign languages. There is also information about the stages of teaching tolerance in Uzbek schools and some teaching methods.

KEYWORDS: *tolerance, foreign language teaching process, modern pedagogical technologies, teaching methods, interactive methods.*

For the successful introduction of teenagers to the culture and traditions of other peoples, it is necessary to study a foreign language as a means of intercultural communication and the main way to comprehend the mentality of foreigners. However, despite the diversity of approaches to the concept of tolerance in various sciences, the issue of fostering tolerance in Uzbek teenagers in the process of learning a foreign language remains insufficiently studied.

Analysis of the literature on the study of tolerance education in Uzbek teenagers in the process of learning a foreign language revealed the following contradictions:

- between the global international social significance of the problem of educating teenagers' tolerance and insufficient use of the education system in this process;
- between the obvious importance of the educational system in fostering tolerance and the undeveloped pedagogical conditions for fostering tolerance in Uzbek teenagers in the process of learning a foreign language;
- between the need for the educational system to simultaneously address the upbringing of teenagers and national identity, and the ability to function successfully in different cultures;
- between the significant opportunities for learning a foreign language in the process of

fostering tolerance in Uzbek teenagers and the insufficient use of these opportunities in the educational process;

- between the pedagogical potential of a foreign language as a guide to the culture of other nations and the insufficient number of special programs for its implementation in working with teenagers in educational institutions.

These contradictions and insufficient theoretical and practical elaboration of the problem of tolerance education in Uzbek teenagers in the process of learning a foreign language indicated its relevance. It consists in developing a model of tolerance education among Uzbek teenagers in the process of learning a foreign language and contains four blocks. Here we consider each of them in more detail.

1. Methodological block - contains the goal (fostering tolerance of Uzbek teenagers in the process of learning a foreign language), approaches (activity-oriented, personality-oriented, cultural, axiological, ideas of tolerance pedagogy), principles (consistency, humanism, cultural conformity, taking into account the needs and interests of teenagers).

2. Content block - reveals the concept of "fostering tolerance" (the process of interaction between a teacher and students, involving the implementation of purposeful, meaningful professional activities of a teacher through a system



of specially organized influences on their acceptance of value, mental, religious, behavioural and other differences with representatives of other cultures); components of tolerance: ethnic, social, personal tolerance; characteristics of tolerance: ethnic identity, sociocultural distance, dialogical thinking, intercultural competence.

3. Activity block - the program of education of tolerance among Uzbek teenagers in the process of learning a foreign language "Visiting a foreigner", which indicates:

- types of educational and extracurricular activities of Uzbek teenagers:

Educational and cognitive activity - in the process of learning, Uzbek teenagers form a subjective position in relation to the peculiarities of the culture of English-speaking peoples, contributing to the tolerant perception of its representatives. There is a restructuring of values, the perception of a person as a citizen of the world, the formation of a positive attitude towards the individual, no matter what nationality it is. This affects the education of tolerance in Uzbek teenagers in the process of learning a foreign language.

Creative activity - through it, the creative potential, individual abilities, talents of Uzbek teenagers are realized, which is consistent with their age-related need for self-affirmation. Preparing for speeches allows you to penetrate deeper into the cultural characteristics of the English-speaking peoples, to understand them, perhaps be surprised, but accept.

It should be noted that creative activity provides a wide field for developing tolerance in the process of learning a foreign language, because allows you to take into account the different inclinations of Uzbek teenagers. So, they may not directly participate in scenes or performing genre, but prepare decor, prescribe a plot, come out as a regime, which requires an impact on the culture of tolerance and other peoples.

In the process of independent selection and comprehension of theoretical material, drawing up a plan for an extracurricular performance, thinking through the need to develop oratory skills, contact with the audience, solving organizational issues related to the importance of distributing material in time, the teenager himself is immersed in the culture of English-speaking countries. The ability to tell about the traditions, norms, values of foreigners allows the speaker himself to see their national character, contributes to the development of a tolerant attitude towards them;

- Stages of tolerance education for Uzbek teenagers:

- The acquisition of knowledge about the culture of the English-speaking peoples through educational material. Based on the principle of

cultural reflection, a phased introduction of Uzbek teenagers to the dialogue of cultures takes place with the help of different types of problematic cultural studies:

1. Tasks aimed at realizing Uzbek teenagers of themselves in the role of multicultural subjects in their native environment. For example, they are invited to collect information in a foreign language and prepare a report on representatives of different nationalities and cultures. A variant is possible when they are asked to imagine that they are studying at a foreign university and need to prepare a message in English about their classmates. This is consistent with the problem of professional self-determination in adolescence and the fact that many Uzbeks are pursuing higher education in Western countries.

2. Tasks that allow Uzbek teenagers to realize belonging to a particular group of people, as well as the possibility of changing them in accordance with the context of communication and interaction. Therefore, for example, they are given the opportunity to feel themselves both in the place of a representative of the host culture, and in the place of a foreigner in Western countries.

3. The content of tasks of the third type includes the identification by Uzbek teenagers of similarities between representatives of different cultural groups of the countries of the target language. This is necessary in order to expand the framework of one's own national identity, and therefore, contributes to the development of a tolerant attitude towards others. When considering topics such as "My Free Time", "Teenagers and their Problems", "Sport in Our Life", "Higher Education", Uzbek teenagers do a little research, because of which they get a certain impression of the similarities in leisure activities. In the desire to get a higher education, to solve problems, to gain independence.

4. Tasks of the fourth type help Uzbek teenagers to determine their place and significance in global human processes, as well as to develop personal responsibility for the events taking place in the world. The most striking example is the work on the preparation of multimedia presentations. As a result, teenagers recognize themselves as an integral part of the planet and come to understand that they, too, can and should take certain actions to protect it. For example, to participate in events related to education about the English-speaking peoples, not to advocate the fight against infidels, to declare their tolerant position in relation to other cultures.

5. Assignments aimed at participating in actions against cultural aggression and cultural discrimination. Thus, while mastering the topic "Cross Cultural Communication", Uzbek teenagers acquire skills and abilities to avoid or get out of unpleasant situations associated with ignorance of



cultural traditions in the process of communication [6].

II. The appropriation by Uzbek teenagers of knowledge about the culture of the English-speaking peoples in extracurricular activities. The expansion and appropriation of regional knowledge and socio-cultural skills by Uzbek teenagers occurs due to the allocation of several permanent directions at electives or thematic class hours:

1. Acquaintance of Uzbek teenagers with words of realities, characteristic only for British culture, which are not translated into Uzbek, but are borrowed entirely. This not only enriches Uzbek teenagers with new information, but also develops their curiosity. They begin to understand the cultural meaning of English words, and not just memorize them. Such a deep immersion in the vocabulary and culture of English-speaking peoples contributes to their internal acceptance, the development of interest and sympathy, and therefore tolerance.

2. Acquaintance of teenagers with words that came into Uzbek from other languages, including English. At the same time, they retained the same sound and meaning as in the original language. This contributes to the awareness of similarities with English-speaking people, linguistic affinity with them.

3. Acquaintance of students with the history of Great Britain, the rules of etiquette, an explanation of the peculiarities of the use of certain words, abbreviations and expressions. Such a detailed immersion not only in the language environment, but also in the cultural semantic space contributes to a tolerant attitude.

4. Assignments containing a large number of interesting facts from modern life and the history of Great Britain, acquaintance with the realities of the country of the target language. This maintains interest in English-speaking people, reveals similarities between teenagers in the Uzbek world and Western countries.

5. Acquaintance and development of the rules of etiquette, the assimilation of colloquial clichés, the peculiarities of their use in situations of real communication are illustrated. Uzbek teenagers learn to show their tolerant attitude. Such knowledge helps to prepare psychologically Uzbek teenagers to meet with foreigners, to exclude the situation of triggering protective mechanisms when intolerant behaviour is caused by ignorance of the rules of etiquette and lack of confidence in communication.

III. The manifestation of a tolerant attitude towards English-speaking peoples in the behaviour of Uzbek teenagers. So, for example, during the subject weeks, native speakers or those who have lived in an English-speaking country for a long time are invited to lessons or extracurricular activities. This makes it possible to get in touch in real life with a person (or

people) from another culture and try to build a dialogue yourself. In such an activity plan, it becomes obvious to Uzbek teenagers that it is not easy to understand each other that efforts must be made for a successful dialogue.

Another way to develop tolerance at the level of behaviour is the preparation and participation of Uzbek teenagers in the celebration of traditional holidays - both in Uzbek and in the countries of the target language. Uzbek teenagers conclude that knowledge of the culture of other people's enriches and helps to better understand each other and live in peace with others, even if they are of a different nationality or religion:

- forms - education of tolerance of Uzbek teenagers in the process of learning a foreign language is carried out in the classroom, excursions, with the help of assignments for independent work; on themed classroom hours, frontal classes; trainings; business games;

- methods - education of tolerance of Uzbek teenagers in the process of learning a foreign language is carried out using the following methods.

General pedagogical methods:

1. Persuasion - is applied both in the classroom and in extracurricular activities (thematic classroom hours, lecture halls, by jointly watching films, programs, news blocks in a foreign language, followed by discussion and exchange of views, listening to songs in a foreign language). Delivering educational and optional material to Uzbek teenagers, the teacher immerses them in culture, explains the specifics of the national character of Western countries, which contributes to the education of tolerance.

2. Conversation - assumes a certain level of preparation of Uzbek teenagers on a given topic for the subsequent exchange of views. One of the characteristics of tolerance is dialogical thinking, the development of which is facilitated by conducting conversations on the issues of cultural differences and characteristics of different peoples in the classroom and outside of them.

3. Encouragement - implemented traditionally in pedagogical assessment through marks for prepared homework in the subject, as well as through the teacher's indirect assessment of extracurricular activities. Therefore, for example, for participating in a foreign language week, preparing an educational event for a class hour, implementing creative ideas by Uzbek teenagers, they are awarded certificates of honour, medals, and thanks.

4. A positive example - a teacher himself must have a certain level of tolerance, which is transmitted to Uzbek teenagers through educational material, expressing his opinion about the events in the world. In addition, in our opinion, the expression of this method is the organization of meetings with



native speakers or those who have lived in English-speaking countries for a long time (graduates of foreign universities).

5. Control and self-control - consistent with the principle of cultural reflection, when Uzbek teenagers themselves seek to understand, as a result of their creative or educational activities, a tolerant attitude towards other cultures. Along with this, this method is expressed in the fact that the teacher controls not only the results of mastering the curriculum in a foreign language, but the development of tolerance among Uzbek teenagers.

Special:

1. Emotional stimulation - reflected in the desire to arouse the interest of Uzbek teenagers in the culture of English-speaking countries in the classroom and extracurricular activities, "infect" them not only with the subject, but also with its kind of context. The education of tolerance should be associated with the emotional response of Uzbek teenagers to the film shown in English or participation in a conversation about the peculiarities of the national character of Western countries.

2. Modelling the creative process - conducting creative competitions in a foreign language, preparing for holidays that are celebrated in the West, but not celebrated in Uzbek countries, participation in theatre performances in English and etc.

As for the means of teaching tolerance among Uzbek teenagers in the process of learning a foreign language in the classroom, the main thing here is the software and methodological support of the subject, based on modern educational standards in Uzbek countries. If you turn to extracurricular work to foster tolerance among Uzbek teenagers in the process of learning a foreign language, the most effective means will be to stay in the country of the target language. However, not all Uzbek teenagers have the opportunity to participate in educational and cultural exchange programs.

For this reason, teachers of a foreign language who have visited an English-speaking country are indirectly such a "tool". They are a kind of "visual aid" for students, because they "absorbed" the spirit of the society in which they were. In addition, traditionally, one of the most common means used in foreign language lessons is listening. If we turn to the history of its application in the pedagogical practice of learning a foreign language and fostering tolerance, it should be noted that at first there were audio texts recorded in real situations of foreign communication or read by native speakers.

Then video materials appeared, which continue to be popular now, since they are a kind of cultural portraits of the country. However, at the present stage, immersion in the virtual space is an

effective means of fostering tolerance among Uzbek teenagers [2]. This also applies to various kinds of methodological developments using computer 3D modelling of the space in which Uzbek teenagers can complete tasks, take quests not only for knowledge of the language, but also for awareness of the cultural traditions of English-speaking countries. It is possible to use simulators and 3D glasses to create an immersive effect.

However, these are rather expensive technologies that cannot be introduced into all general education schools. More accessible multimedia teaching aids in the classroom (interactive whiteboard, presentations, etc.). In extracurricular work, the means are communication on the Internet with native speakers, participation in online educational and cultural projects, reading works of classics of English literature, reading foreign press and posts of famous foreign bloggers, commenting on publications on social networks of English-speaking users.

This is how the immersion into the "living" reality, the subculture of foreigners, penetration into their mentality, i.e. all this contributes to the education of tolerance.

The evaluation block contains criteria and indicators on the basis of which the education of tolerance of Uzbek teenagers is assessed in the process of learning a foreign language:

- cognitive - knowledge about the norms, traditions, values of English-speaking peoples, awareness of the importance of learning a foreign language for a better understanding of representatives of other nations, internal acceptance of the complexity and diversity of the surrounding world by comparing the characteristics of their culture and the culture of Western countries. Indicators - tolerance towards representatives of other nations, people from other places, representatives of other cultures; tolerance for other views, including the views and opinions of the minority; tolerance for deviations from generally accepted norms, rules and stereotypes; tolerance to the complexity and uncertainty of the surrounding world; knowledge of the characteristics of their ethnic group;

- emotional - the emotional attitude of Uzbek teenagers to the representatives of the West, interest in their culture, skills in managing their experiences related to tolerance (sympathy, trust, admiration, etc.), internal commitment to their own culture and, therefore, lack of fear of others. Indicators - ethnic tolerance, social tolerance, personal tolerance, ethnic identity;

- behavioural - the desire to actively learn about the culture, master the language of representatives of English-speaking countries, based on the assessment of closeness / alienation with them.



Indicator - social distance with representatives of another culture.

The model presents the levels of education of tolerance of Uzbek teenagers in the process of learning a foreign language. It is worth noting that by good breeding we mean the result of upbringing.

Low level - Uzbek teenagers have insufficient or no knowledge of the norms, traditions, values of English-speaking peoples, they poorly understand the purpose of learning a foreign language, are internally not ready to accept the diversity of the world around them, they are obsessed only with the peculiarities of their culture, they reject the culture of Western countries. Students do not show interest in the culture of English-speaking peoples, do not experience experiences associated with a tolerant attitude towards them. They are dominated by an internal commitment only to their own culture and fear of others. They do not seek to actively learn the culture of the peoples of the West, master the language of representatives of English-speaking countries, feel alienated towards them.

Average level - Uzbek teenagers have rather well-formed indicators of cognitive and partially emotional criteria of tolerance. Thus, they show tolerance to representatives of other nations, to the complexity and diversity of the world around them, while maintaining their ethnic identity. However, at the level of behaviour, they are not yet ready for independent study of the cultural characteristics of the English-speaking peoples, because rather indifferent to the diversity of the world cultural heritage.

High level - Uzbek teenagers have formed a basic knowledge of the culture of the English-speaking peoples, they are ready to show emotional sensitivity, empathy, and tolerance towards the representatives of the West. Students recognize and respect their culture, are interested in understanding and accept the point of view of native English speakers, strive for knowledge and analysis of linguistic and cultural differences between peoples, show a positive attitude towards the cultural diversity of the world.

The model also shows the result - an increase in the level of education of tolerance among Uzbek teenagers in the process of learning a foreign language.

Based on the main aspects of tolerance education, disclosed in the author's model, we formulated the main objectives of the program:

- The awareness of Uzbek teenagers of the peculiarities of their own culture in comparison with Western European traditions;

- Enrichment of the ideas of Uzbek teenagers about the cultural diversity of the surrounding world, the development of their interest in the manifestations of other cultures, a positive attitude

towards the language, culture and art of other peoples;

- The awareness of Uzbek teenagers of the level of tolerance towards the speakers of the foreign language in which they are at this stage of education;

- Stimulating the search for the most effective techniques and methods of knowing oneself and others, awareness of one's linguistic capabilities, determining the direction of one's future professional development, taking into account the possibility of obtaining higher education abroad in the future and the necessary language and communication skills for this;

- Education and development of cognitive, emotional, behavioral components of tolerance of Uzbek teenagers;

- Education in Uzbek teenagers of a subjective position towards English speakers, reflecting a tolerant attitude towards their culture, towards the world as a whole.

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