



## TEACHING TOLERANCE IN THE PROCESS OF FOREIGN LANGUAGE TRAINING IN MULTICULTURAL AUDITORY

Aliboyeva Barnoxon Valijon qizi <sup>1</sup>, Arifjanova Nilufar Mirsidikovna <sup>2</sup>,  
Ibrohim Gulrukh Isroil qizi <sup>3</sup>

<sup>1</sup>Teacher of the department of foreign language and literature,  
National University of Uzbekistan named after Mirzo Ulugbek, Tashkent.

<sup>2</sup>Teacher of the department of foreign language and literature,  
National University of Uzbekistan named after Mirzo Ulugbek, Tashkent.

<sup>3</sup>Teacher of the department of foreign language and literature,  
National University of Uzbekistan named after Mirzo Ulugbek, Tashkent.

### ANNOTATION

*This article is devoted to tolerance training in foreign language lessons. The concept of tolerance is considered as a part of teaching culture and intercultural communication skills in the process of foreign language training. In addition, it gives advices about aspects, which should be included in the concept of tolerance when selecting texts.*

**KEY WORDS:** *education, tolerance, tolerance training, communicative tolerance, multicultural auditory.*

### DISCUSSION

The processes of globalization taking place in the world are reflected in the language education system in terms of cross-cultural contacts. The thematic components of the discipline "Foreign language" are increasingly problems of global value: people and national cultures; problems of war and peace; the environment; overcoming ethnic prejudice and age discrimination; global communication networks – the Internet; the latest technologies and people.

There are at least two reasons why we should consider teaching cultural skills as a part of language teaching:

1) The international role of the English language, which has evolved into a 'code' of communication in various spheres;

2) Globalization, which has opened many new ways for nations to come closer to one another and requires more and more people to move from one cultural environment to another [3, p.277].

"Once a camel and a horse met. The horse thinks, "What an ugly animal: terrible humps, strange

neck, abnormal head." The camel thinks: "And how does this unfortunate animal manage without humps, when there is no water and food?" [6, p.18].

This parable shows how difficult it can be for people to understand and accept each other. Often children of different nationalities study in classes, and sometimes because of this they have conflicts that the teacher has to solve.

Currently, the main emphasis in teaching a foreign language is placed on the inclusion of students in the dialogue of cultures. A foreign language is a subject where the entire system is aimed at the value orientations of the individual, provides great opportunities for addressing the problem of tolerance.

Communication in English is always intercultural interaction. It is necessary to teach children to understand that a foreign culture is not worse or better than ours, it is simply different, and you need to tolerate and understand these differences. Teachers should build the educational process so that schoolchildren see the diversity of the whole world,



begin to accept its versatility and not be afraid to be different from others.

Antoine de Saint-Exupery spoke very correctly on this issue: "If I do not resemble you in something, I do not offend you at all, but on the contrary, I endow you" [1, p. 35].

The dialogue of cultures is an excellent means of combating national hostility, provided that it is not limited to a simple comparison of the facts of native and foreign culture. A genuine dialogue of cultures presupposes the following stages: to perceive, analyse, evaluate, compare with one's own, include in the system of one's knowledge, remember, and reproduce. If the student has not gone through all these stages of appropriation of knowledge, they are unlikely to be effective, since there is no other way to master a foreign language culture.

As a result, people from different cultures "weave their lives into an international fabric that is beginning to fray at the edges by virtue of miscommunication and propaganda.

In order to avoid this cultural and political disintegration, and foster empathy and understanding, teachers should present students with a true picture or representation of another culture and language" [8, p18].

Preparing students for intercultural communication involves the formation of a number of personal qualities, including tolerance. The content of education of these personality traits is actively developed by modern scientists. For example, E. I. Passov considers the following aspects to be the main content of education:

1. fostering a sense of patriotism, a desire to represent your country with dignity, and a willingness to protect it;
2. fostering an understanding of the historical role of the people (the country of the language being studied) in international life, respect and kindness for the country and its people, its history and traditions, etc.;
3. fostering a belief in the benefits of universal values;
4. education of the correct attitude to true and imaginary values [4, p.67].

It is very important to teach students to independently find out, recognize, interpret cultural values, correlate existing stereotypes with their own experience and draw adequate conclusions, and not passively receive information from the teacher. Therefore, in the lesson "Life in Britain and in the USA" in the 8<sup>th</sup> grade, children should learn to understand each other, be friends, try to help people in different situations, and react correctly to the behaviour of other people. Children perform exercises with an orientation to basic human feelings, play the game "How to support each other in difficult times" and together sing a song that we are all

different, but we are ready to be friends, help, be close and lend a helping hand.

In addition, at the lesson "Traditions, Holidays, Festivals" in the 7<sup>th</sup> grade, children learn about the manners of the British and compare them with the rules of behavior in Uzbekistan. The conclusion of the lesson is made using the English proverb "Take us as you find us" (Take us as they find us (i.e. with all the advantages and disadvantages) or love us black, and everyone will love white). Getting acquainted with proverbs and sayings in the classroom, children become familiar with the world culture and a better understanding of their own culture, since they are based on folk experience, the uniqueness of customs, traditions, tolerance and loyalty to everyone and everything around our planet.

On the basis of proverbs, aphorisms, statements, you can successfully organize a problematic discussion aimed at developing skills of tolerant behaviour, for example, on the following topics: "So many countries so many customs", "Tarred with the same brush", etc. Projects on the topic "We live on the same planet", "To live together and peacefully", "Each country has its own customs" is another way of active education of a tolerant personality [10, p.92].

However, the content of the materials used is only one side of the foreign language lessons. Other aspects of the lesson are the methodological system of teaching, the personality of the teacher and his behaviour.

The task of the teacher is to position students to discuss the topic and problem; listen carefully to yourself and teach this to students; behave naturally and correct mistakes in the form of a hint for the correct answer. If the teacher manages to successfully solve all these problems, then each lesson will be a lesson that forms the skills of communicative tolerance.

In reading lessons, tolerance can be fostered with the help of well-known works. For example, in the characters of R. Kipling's *The Jungle Book*, children learn that we are all different, but we can live in harmony. Therefore, Mowgli had more than friends did in the Jungle. The tiger and monkeys were not friends with anyone, did not play with anyone. They were bored and lonely. A teacher in elementary grades can invite children to call the monkeys to themselves, because everyone should live in harmony. The connecting link, the bearer of the beginning of tolerance is Mowgli – a man brought up according to the law of the Jungle. The book contains the basic principle of the unity of all living things: "We are of the same blood, you and me!" (We are of the same blood, you and me!) [7, p.26].

Holidays play an important role in the formation of tolerance among schoolchildren. Holidays are a means of restoring harmony in our



everyday everyday life. In my work, I widely use various active forms of lessons, but I especially like to prepare and conduct lessons – holidays using the technology of the dialogue of cultures.

All this contributes to the formation of tolerance in children, the strengthening of the moral and psychological situation, their introduction to the national and world culture, promotes communication, friendship, brings students together, mobilizes their creative potential.

Opportunities for developing tolerance in foreign language lessons are also included in the lexical material. Linguistic and speech units, grammatical and lexical expressions guarantee politeness, peaceful, calm manner of conducting a conversation. Many English words and expressions characterize the respect for a person's personal life. The special term "privacy" (personal life), the proverb "My home is my fortress" reflect respect for family life [5, p.11].

All this gives the English teacher the opportunity to educate students in the process of teaching respect for people, for English culture and traditions, as well as good manners. It is important when conducting a dialogue to consistently cultivate a respectful attitude towards the opinion of another person.

Thus, English lessons are full of opportunities for the development of tolerance, both among junior schoolchildren and high school students, and I try to use these opportunities in my lessons. When organizing our work with children in the classroom and in extracurricular activities, let us remember the words of L.N. Tolstoy that of all the sciences that a person should know, the main one is the science of how to live, doing as little evil as possible and as much good as possible [6, p. 19].

The formation of intercultural tolerance when teaching a foreign language as a means of intercultural communication is possible only when the training is close to real communication. Students should be taught tolerant communicative behavior, which is associated with the formation of politeness, speech etiquette skills, political correctness and communication culture. This means learning the formulas of polite treatment, namely: the ability to give an emotional assessment (to express joy, pleasure, sympathy, location, satisfaction, interest, approval, the ability to calm someone), the ability to express consent, encouragement to action, offer help, invitation, acceptance of an invitation, and so on.

Some studies focus on the connection between target language and target culture teaching. As language is a social institution, both shaping and shaped by the society in which it plays an important role. By teaching a language we inevitably and implicitly are teaching culture [9, p.86].

The cultural barrier can be a real factor that prevents communication participants from

understanding each other. To overcome it, it is necessary to prepare students for real communication in a foreign language with native speakers. Here we find a paradox, since the preparation for real intercultural communication consists in training communication in a foreign language with their peers belonging to the same culture.

This is seen as one of the essential features of intercultural communication in teaching a foreign language, namely, the preparation for real intercultural communication, for real interaction of native speakers of two cultures is mediated, since the process of teaching a foreign language is carried out outside the language environment, far from the real functioning of the languages and cultures being studied.

In conclusion, starting from the early year, it is important to train students to be critical of their own views, to accept others as significant and valuable, and to be tolerant of them. This contributes to the development of cooperation and harmonization of relations in the student group, which ultimately makes the learning process more fruitful.

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