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SOME ISSUES OF DEVELOPING OF TOLERANCE IN FUTURE TEACHERS.

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Annotation. "Tolerance" is considered as an important professional quality of a modern specialist, which is manifested in an active moral position and readiness for constructive interaction with other participants in the pedagogical process. Characterized by the manifestation of humanity, tolerance, friendliness, focus on resolving conflict situations in the professional sphere on a non-violent basis. The article considers scientific approaches to understanding the phenomenon of "tolerance". There are a number of factors that significantly affect the formation of tolerance in students. The way to the formation of tolerance is the rejection of social prejudices, negative social stereotypes, the development of an objective attitude to man regardless of his individual characteristics, the formation of skills of tolerant interpersonal interaction, the use of lectures, discussions, games and training in educational work. The purpose of this article is to highlight communicative tolerance as a necessary component of pedagogical practice of future teachers.

Keywords: Competence, Tolerance, Education, Student, Future Teachers, Human values.

BO'LAJAK O'QITUVCHILARDA BAG'RIKENGLIKNI RIVOJLANTIRISHNING BA'ZI MASALALARI.

Annotatsiya. "Tolerantlik" zamonaviy mutaxassisning muhim kasbiy sifatida qaralib, u faol ma'naviy pozitsiya va pedagogik jarayonning boshqa ishtirokchilari

bilan konstruktiv hamkorlikka tayyorlik jarayonida namoyon bo‘ladi. Insonparvarlik, bag‘rikenglik, do‘stona munosabat, kasbiy sohadagi mojaroli vaziyatlarni zo‘ravonliksiz yo‘l bilan hal etishga yo‘nalganlik kabi xususiyatlar bilan tavsiflanadi. Maqolada “tolerantlik” fenomenini anglashga oid ilmiy yondashuvlar ko‘rib chiqiladi. Talabalarda tolerantlikni shakllantirishga sezilarli ta’sir ko‘rsatadigan bir qator omillar mavjud. Tolerantlikni shakllantirish yo‘li — ijtimoiy xulosalardan va salbiy ijtimoiy stereotiplardan voz kechish, insonga uning shaxsiy xususiyatlaridan qat’i nazar obyektiv munosabatni rivojlantirish, bag‘rikeng shaxslararo muloqot ko‘nikmalarini shakllantirish, ta’lim jarayonida ma’ruzalar, munozaralar, o‘yinlar va treninglardan foydalanishdan iborat. Maqolaning maqsadi bo‘lajak o‘qituvchilarning pedagogik amaliyotida kommunikativ tolerantlikni zaruriy tarkibiy qism sifatida yoritishdir.

Kalit so‘zlar: kompetensiya, tolerantlik, ta’lim, talaba, bo‘lajak o‘qituvchilar, insoniy qadriyatlar.

НЕКОТОРЫЕ ВОПРОСЫ РАЗВИТИЯ ТОЛЕРАНТНОСТИ У БУДУЩИХ УЧИТЕЛЕЙ

Аннотация. «Толерантность» рассматривается как важное профессиональное качество современного специалиста, проявляющееся в активной моральной позиции и готовности к конструктивному взаимодействию с другими участниками педагогического процесса; характеризующееся проявлением гуманности, терпимости, доброжелательности, ориентацией на разрешение конфликтных ситуаций в профессиональной сфере на ненасильственной основе. В статье рассматриваются научные подходы к пониманию феномена «толерантности». Существует ряд факторов, существенно влияющих на формирование толерантности у студентов. Путь формирования толерантности заключается в отказе от социальных

предрассудков и негативных социальных стереотипов, развитии объективного отношения к человеку независимо от его индивидуальных особенностей, формировании навыков толерантного межличностного взаимодействия, использовании лекций, дискуссий, игр и тренингов в воспитательной работе. Цель статьи осветить коммуникативную толерантность как необходимый компонент педагогической практики будущих учителей.

Ключевые слова: компетенция, толерантность, образование, студент, будущие учителя, человеческие ценности.

The problem of tolerance is widely reflected in the works of psychologists and educators. But, despite a number of numerous studies on certain aspects of the formation of tolerance of the modern specialist, such an aspect as the formation of tolerance of higher education has remained out of the attention of domestic and foreign researchers. The relevance of this study requires a scientific interpretation of the phenomenon of “tolerance”. The phenomenon of “tolerance” comes from the Latin (“tolerancia” – patience) – patience to other people's habits, traits and views [1]. The importance of educating tolerance as one of the qualities of a humane personality is due to the fact that today society is primarily faced with values and principles necessary for its general survival and free development, ie strategy of nonviolence, tolerance, ideology, values, culture, the need for mutual understanding, finding compromises in resolving any issues.

At the same time, many researchers, as well as politicians and sociologists, argue that today's lack of tolerant thinking has led to many crises, and historical experience shows the difficulty of putting these ideas into practice. Designing all of the above for the system of domestic higher professional education, it should be noted that in the higher educational environment there are often manifestations of intolerance.

Tolerance is a complex personal moral formation, for the study of which no generally accepted diagnostic tools have been developed to date. Therefore, in order to ensure a holistic approach to determining the levels of tolerance of higher education.

Researcher E.Vinogradova notes that communicative tolerance is the main quality of personality, which is manifested in tolerance, conflict and resilience, trust and the ability to calmly and without irritation to accept the individuality of others. For the effectiveness of this characteristic, it is necessary that communicative tolerance is not just highly developed, but a stable communicative quality of personality [2].

The concept of "tolerance" in the psychological and pedagogical literature is interpreted in different meanings depending on the subject of research and the approaches chosen by the researcher. Thus, S.Bratchenko defines a number of approaches to understanding the essence of this phenomenon: humanistic, according to which tolerance is seen as a manifestation of conscious, meaningful and responsible choice of man, his own position; personal, according to which the psychological basis of tolerance are values, meanings and personal attitudes; dialogical, which is based on interpersonal tolerance as a special way of relationships and interpersonal interaction with others and interpersonal dialogue; diversification, according to which the content of tolerance is not reduced to one property, but is considered as a complex, multifaceted and multicomponent phenomenon; the facilitative approach considers tolerance as an evolving quality [3].

According to K.Makovetskaya, communicative tolerance is “the quality of a person that expresses his attitude to others, the degree to which he accepts various mental states, traits and actions of partners on interaction "[4]. In scientific research A. Zinchenko interprets communicative tolerance as “patient attitude to people, it is characterized by restraint in the manifestation of unpleasant mental states and

behavior of others in an interactive process and conflict-free communication with its values, ethics and aesthetics" [5]

According to M. Andreev, the concept of "tolerance" expresses three disparate meanings: stability (endurance), tolerance and tolerance (tolerance) (with the most comprehensive meaning is in resistance to conflict [6]. He defines the phenomenon of "tolerance"). as showing respect and recognition of equality, rejection of domination and violence, recognition of multidimensionality and diversity of human culture, norms, beliefs, refusal to reduce this diversity and uniformity to the predominance of any one point of view, etc.

The principle of tolerance is at the center of K. Rogers' scientific research (his concept of a "fully functioning person"). Among the five main personal characteristics common to "fully functioning people", K. Rogers calls: openness to experiences; existential way of life; organic trust; empathic will; creativity [7-8]. According to him, it would be possible to help another person, in particular when solving problems that arise in him, if you rely on a person's desire for freedom and positive change. This is possible due to the unconditional acceptance of man, empathic understanding and congruence, which stimulates the tendency of the individual to self-image: the removal of contradictions between the "real self" and "ideal self", and therefore more tolerant attitude towards themselves and others [9]

According to M. Mchedlov, tolerance – is the recognition of sovereignty, freedom, conscience, thought, religion, views, beliefs of others, which is manifested in an interested attitude to others, but does not mean the rejection of their own views.

The researcher considers the above phenomenon as a quality of cultural culture [10]. Defining tolerance as moral charity, R. Valitova reveals three principles of tolerance. Principle 1. Tolerance is conditional charity because it requires an answer to the question: "What and who should be tolerant?" [11]. Therefore, this principle is based on the question of the existence of tolerance limits. Principle 2. Renunciation of the monopoly on the knowledge of truth and morality. Principle 3. Tolerance is not

the ultimate goal of moral improvement of interpersonal communication, it is a starting point on the way to humane existence [12].

For a student of higher education, it is advisable to divide the problem into three components – by analogy with the above selection: a) "tolerance of communication", not directly related to the educational process; b) "tolerance of the emerging specialist" in the unity and diversity of all his professional qualities; c) tolerance, which is manifested in the process of pedagogical interaction with teachers. Let us now define a little more specifically what is the role of the education system in education in all categories of applicants for higher education.

First, tolerance should be considered as one of the necessary conditions for effective professional implementation of future graduates. This involves building the applicant's own vocational route: choosing an educational institution for vocational education in accordance with the assessment of their abilities and capabilities, choosing a specific education specialty, as well as assessing the degree of future profession, starting from the first steps in higher education.

This is due to the need to defend their own opinion about certain independent decisions, as well as the results of their own creative activities and, mastering the content of education and being realized as a person in the educational space, the suitor involuntarily judgment, entering into a dispute, discussion, dialogue with many people of different levels and status. The effectiveness of this activity involves the formation of skills to compromise, to take into account the interests of others, defending their own views, to agree with the opponent in the case when he gives incontrovertible arguments.

Secondly, in the process of higher education the student acquires basic skills not only professional but also social communication, learns as documented, and generally accepted "unwritten" norms and rules adopted in a particular professional community, ie. masters the initial "skills" of the culture of tolerance, which are accepted and adhered to by representatives of his future profession.

Third, in the process of various forms of educational activities, the applicant involuntarily faces various conflict situations that require productive decisions - learning this in both classroom and extracurricular activities must be carried out and a graduate of higher education by the time its completion acquires or other baggage of social experience, in particular, the experience of productive conflict resolution.

Of particular note is the possibility of forming a culture of tolerance based directly on the content of academic disciplines studied at different stages of higher education.

The specific possibilities of the content of higher education in terms of the formation of tolerance include:

- illustration of opposite, mutually exclusive parties, properties, relations in the objects under study, processes and phenomena - in fact, an illustration of the dialectical law of unity and the struggle of opposites;

- illustration of this type of thinking, which focuses not so much on the division of "opposing" properties and relationships, but on their unity, which ensures the integrity of the existence of the object under study or process, their inner harmony; emphasis on the possibility of describing the object or process under study, unique and integral in essence by different methods, ways and means (sometimes even polar), each of which does not give a complete and complete description and productive only their joint use;

- the use of historical, scientific and biographical facts and information that illustrate how this quality was manifested in specific fragments of the history of scientific knowledge.

The phenomenon of "tolerance" is also considered from the standpoint of "psychology of forgiveness." Representatives of this trend point out that interpersonal relationships should be characterized by tolerance, positive mood, positive color of emotions and behavioral manifestations towards another person [15]. Thus,

manifestations of tolerance are: tolerance, acceptance of another person, empathy, values towards oneself and others.

Regarding the level of tolerance, there are high, medium and low levels [8]. High level is characterized by the fact that a person has a deep knowledge of the essence of the concept of "tolerance", always ready for dialogue, cooperation and positive interaction with different groups, preserving their identity, has the ability to feel the emotional state and inner world of another person. yourself and others. The average is determined by the fact that the knowledge of tolerance is quite complete, but not deeply aware; people are not always ready for dialogue, cooperation and positive relationships; the ability to feel the emotional state and inner world of another person, the value attitude towards oneself and others is formed in fragments. A low level indicates that knowledge of the essence of tolerance is superficial or absent; level is characterized by passivity, unwillingness to interact, sometimes there are signs of intolerance, the ability to feel the emotional state and inner world of another person, the value of self and others is not formed. Such applicants do not show concern for their loved ones, let alone other people.

Thus, the communicative tolerance of the future specialist is characterized by dialogue, equality of partners in cooperation, willingness to build interaction based on respect, trust, understanding, high level of communication skills, adequate use of verbal and nonverbal means, altruistic orientation. Indicators and levels of tolerance, the characteristics of which allow the teacher to diagnose them in the applicant and on this basis to predict possible ways of their formation in the educational process, to form in applicants with low and medium tolerance a high level of their formation. Tolerance today is the norm of civilizational compromise between cultures, shows a willingness to accept other logics and views, acts as a condition for preserving diversity, the right to dissimilarity, uniqueness. An important task of teachers of higher education in modern conditions is to create a multicultural environment that

promotes the formation of domestic and foreign students of universal humanitarian values, encouraging dialogue with other cultures.

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