
INNOVATIVE METHODS OF TEACHING TOLERANCE IN FOREIGN LANGUAGE TRAINING IN UZBEKISTAN



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ABSTRACT

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. [Levanova, 2002: 224].

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 [Chagall, 2001: 54].:

- 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 [Dubrovina, 1993: 301]. 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 [Davydov, 1979: 287]. 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 [Sysoev, 2004: 47]. 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 [Gensitskaya, 2014: 45]. 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 [Bozhovich, 1960: 31];

- 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.

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