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## DEVELOP TOLERANCE SKILLS AND PEDAGOGICAL EXPERIENCE OF FUTURE EDUCATORS

**Shernazarov Khushnadbek Sunnatull o'g'li\***; **Qaharov Salohiddin Najmiddin o'g'li**

\*Student,

Faculty of Military Education,  
Tashkent State Pedagogical University named after Nizami,  
UZBEKISTAN

Email id: Shernazarov@gmail.com

\*\*Student,

Faculty of Military Education,  
Tashkent State Pedagogical University named after Nizami,  
UZBEKISTAN

Email id: Qaharov@gmail.com

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### ABSTRACT

*In today's polyethnic and multicultural society a new kind of social development problem relationships based on the principles of communication and tolerance and international communication . The purpose of the article is to describe efficiency pedagogical conditions that help formation of tolerance in vocational training future teachers. The article discusses the situation in terms of the development of this problem pedagogical field, forms the definition the concept of "pedagogical tolerance" defines it defines the structure, criteria and indicators the degree of formation of pedagogical tolerance for the future teachers reveal pedagogical outcomes experience.*

**KEYWORDS:** *Pedagogical Tolerance, Value-Based Orientation, Declaration of Principles Of Tolerance, Vocational Training, Positions, Values, Culture, Comprehensive Longitudinal Study.*

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### INTRODUCTION

The problem field of modern national pedagogy is determined by the fundamental changes that took place in Ukrainian society. In the latest researches, the humanistic approach is considered to be the leading, since it represents a person as a unique integral that develops in the process of active self-realization of its creative potential in the system of interaction with other people. Tolerance is the ability to engage in such interaction and has a special meaning as a socio-cultural need and value-based orientation. In the modern world, the formation of tolerance among citizens has become one of the main goals of educational policy. To resolve the problems of tolerance and the formation of tolerant consciousness, a number of legislative documents have been approved, which include the promotion of the formation of civil society, the development of legal culture and socio-cultural dialogue in society. It should be noted that 1995 was proclaimed as a year of tolerance on the Earth. The United Nations has adopted a special "Declaration of Principles of Tolerance", in which tolerance is defined as the basic concept in human relationships and one of the most important ways of realizing the principles of human unity at the present stage of the development of civilization, and conditionally achieving consensus on all levels: from international to interpersonal level relationships of individuals. [1] The problem of shaping teacher tolerance in the democratization process and the humanization of the school is of particular importance because it is impossible to organize it to take the educational process to a qualitatively

new level without a high level of professional training direct executors of the social order of society. Again, the teachers themselves often reveals the student's ambitions, alertness to communication, irritability, sensitivity, emotional outbursts that degrade the teacher's behavior, disrupting the relationship between the teacher and the student, causing the student to distance himself or herself monitoring the learning process and the teacher's situation. Given these facts, it is important not only to increase the teacher's level of tolerance, but also to develop it; can be provided in the process of professional activity. The research discloses pedagogical conditions of effective formation of future teacher's tolerance in the process of professional training. [2]

Objectives of the study:

- \* To find out the essence of the definition of "pedagogical tolerance", to specify its Structure;
- \* Determine the pedagogical conditions for the formation of tolerance of future teachers in the process of vocational training;
- \* Analyze the results of the pedagogical experiment.

Solving of the objectives was done with the help of the system of methods of research: theoretical: analysis, synthesis, comparison of educational, methodological and scientific literature data for the purpose of comprehensive study of different views on the problem under study, definition of the basic concepts of research; modeling of the holistic process of formation of tolerance of future teachers in the process of professional training. Empirical: pedagogical observation, questioning, interview, questionnaire, testing, pedagogical experiment, complex diagnostics of the level of formation of tolerance of future teachers. Methods of mathematical statistics: quantitative analysis of the results of the pedagogical experiment, determination of Student's t-test to determine the reliability of the differences in the obtained indices before and after the experiment. The current problem of professional training of a modern pedagogical specialist is his upbringing based on the principles of tolerance of strangers' positions, values, and culture and relationships ability to understand and compromise. [3] The Declaration of Principles of Tolerance proclaimed defined tolerance as the key concept of human relationships. According to the Ukrainian pedagogical dictionary written tolerance- indulgence to the opinions and beliefs of others. Tolerance is the human virtue: the art of living in the world with different people and ideas, the ability to have rights and freedoms without violating the rights and freedoms of other people. At the same time, tolerance is not an act of concession, but an active life position on the basis of recognition of another person, as a unity in diversity .Pedagogical tolerance is defined as the acquisition of tolerance skills and competencies. Adjusting the tolerance of interactions with all subjects of the educational process – as the personality of the teacher, an active position in shaping the tolerance of the individual students and their parents. This is a personal quality; norm of behavior, one components of pedagogical ethics. Pedagogical tolerance is manifested in the institution accepting the other person, empathic understanding, open and confident communication. The concept of "pedagogical tolerance" was offered by P. Kogomorov, in particular, it was noted that it involves mastering the skills and abilities of tolerant interaction and setting tolerance in the process of pedagogical activity in order to achieve the goals of tolerant development of the individual's personality. This type of tolerance is a professional personal quality of a teacher and one of the norms of his behavior, as well as an important component of pedagogical ethics [4]. Pedagogical tolerance has the characteristics of tolerance of all types and levels, they are determined by the goals, objectives and specific features of the teacher's pedagogical activity and diversity of pedagogical situations is an important professional quality of a teacher. The structure of the concept of "tolerance" should also be taken into account when disclosing its content tolerance and its components. For description of tolerance such a triad of components is used: cognitive, emotional and behavioral. Tolerance in the cognitive dimension is the comprehension and perception of the person of complexity, the multidimensionality of the life reality and the

variability of its perception, understanding and evaluation by different people, as well as the relativity, incompleteness and subjectivity of their own representations and their picture of the world. [5] Tolerance in the emotional dimension manifests itself, above all, in the ability to empathy. Establishing of emotional contact between the interlocutors helps to create a more trusting and safe atmosphere of communication, and in such a way reduces the tension and the possibility of aggravation in relationships, confrontation and rivalry. Behavioral tolerance includes a large number of specific skills and abilities, among which can be distinguished: readiness for tolerant attitude to the statements of others, defending their own position, ability to negotiate, reach a compromise, tolerant behavior in tense situations. Generalization and systematization of scientific approaches to the formation of tolerance in the process of research allowed to distinguish the following pedagogues conditions for shaping the tolerance of future teachers: ensuring their readiness formation of knowledge about tolerance in scientific and pedagogical staff; formation of tolerance the environment in the educational institution; methodological support of the process of self-education of tolerance for future teachers; use of interactive methods and techniques in training of future teachers. [6] A comprehensive approach ensures the unity of the organization of the process of formation of tolerance and its results, which is manifested in interdisciplinary ties. The formation of knowledge about tolerance also contributes to raising of the level of students' awareness of the existence of the content aspects of the phenomenon of tolerance, the peculiarities of studying this phenomenon within the various branches of knowledge, development and the emergence of the problem of tolerance; development of students of value orientations, in particular interests, motives, assessments and norms of behavior, focusing on learning and application in practice and communication of ethical principles of tolerance (principles of equality, cooperation, free choice and self-determination of values); the formation of skills and abilities of tolerant interaction, provides a practical-behavioral aspect of the process of forming tolerance, based on familiarization and independent search for techniques and methods of spiritual and business communication; the formation of a tolerance setting that manifests itself in emotional and volitional readiness for an equal dialogue with another, its holistic, critical, benevolent understanding. [7] The next pedagogical condition is to create an environment of tolerance above educational institution. It plays a key role in shaping tolerance in students a teacher because only a teacher who is constantly self-improving can educate students. In order to achieving the effectiveness and efficiency of the teacher's educational impact. It is important that the pedagogical environment contributes to the manifestation these effects and agree with them. Education is appropriate and optimal for synergistic interactions of all starters. Tolerance education for a multicultural life began at an early age in primary schools. Video-based learning programs ensure that the child is actively involved and learning. This study aimed to explore the perceptions of primary school students about tolerance through technology-enhanced learning in the Covid 19 era. An online semi-structured interview form was used and the data were analyzed with content analysis. Universal values such as equality, compassion, self-harm, fairness, helping others, happiness, smiles, hugs, respect, giving gifts, loving people and all living beings without discrimination on the basis of technology, materials and online developed through 'lim. The future of education is based on the education of tolerance, embodying universal values. It is common for students to interpret new information and experiences through their existing network of knowledge, experiences, and beliefs. [8] This study adds to existing knowledge on teacher development by investigating teacher education candidates' hopes and fears concerning their future career as teachers. While research on teacher education spoke of past events that influence their beliefs about teaching, this study investigates their future orientation in order to learn about their present beliefs as an important factor in setting goals for attainment to assist them in moving closer to their ideals . The underlying assumption is that hopes for the future and goal setting direct human actions, stimulate people to greater effort, affect strategies for implementation and connect with motivation. This notion is endorsed who claim that the more important the goal, the

stronger the motivation to achieve it. The motivation and attitude that pre-service teachers bring with them before entering teacher education has been acknowledged as influential in the development of students and then when they become teachers. Understanding and addressing issues of teachers' vision could play a central role in ensuring that more and more new teachers learn to hope rather than only hope to learn. Values are the criteria by which individuals judge ideas, objects, people, situations, and actions as good, worthwhile, desirable, wrong, worthless, or undesirable. Without shared values, it is unfeasible to find the basis for establishing common values and standards of behavior in society. In this context, throughout history, various societies had produced various common values to sustain their existence and keep the nation in solidarity. One of the most influential agents of society to sustain its values is schools. For centuries, authorities have considered education as a useful tool to embed and perceive behaviors and values within new generations. [9] According to, education is a process the state regulates through the curriculum to maintain its controlling system in a society. Accordingly, authorities with different understandings struggle to convey their understanding to the next generation; such power struggle can be observed within the hidden curricular activities. For example, pictures and quotations of historical heroes on school walls are related to national values. Schools create a moral habitat where society passes its values and beliefs to students. Thus, the students learn what they can or cannot do. In this context, schools have played an important role in transmitting the common values of society to future generations throughout history. Today, there are many standardized exams for grades, which result in ignorance of transferring the values to the generations at schools in many countries. For example, in Turkey, there are the placement exam for senior high school, the exam for college placement (SAT), and the public personnel selection exam for individuals to be assigned to public institutions. Answering multiple-choice questions is enough to pass these exams. Thus, educators and parents have been compelling the students to succeed in such exams, but they have been disregarding the value transition to them over years. Similarly, for years teachers have been assigning to schools according to the score they obtain at the public personnel selection exams. Therefore, for years people seem to fail to achieve the essential educational goals of the country's education system, such as being a democratic citizen. Pedagogy of cultural significance (CRP) is a philosophical approach to teaching that explains what, how, and why. CRP focuses on the academic and personal success of students individually and as a team. This ensures that students are involved in an academically rigorous curriculum and study, feel empowered in their personalities and experiences, and develop knowledge and skills to engage critically in the world and others. [10] Cultural competence enables teachers to understand culture and its role in education, to take responsibility for learning about their students' culture and society, and to critically evaluate and strengthen their own educational practices. Requires them to question their identity, culture, bias, and privileges. When cultural competence is demonstrated to the desired level, the classroom can be described as full of mirrors and windows - students reflect on themselves in the classroom (mirrors) and have the opportunity to see and experience the life experiences of others (windows). The teacher uses it as a basis for learning about their students' culture, helping students to recognize and respect their cultural beliefs and practices, which is to enter and learn from the wider world. Socio-political awareness requires teachers to actively educate themselves and their students on personal and socio-political issues that affect their students, the student community and the world, and to incorporate this into their teaching. Requires. It also means that teachers encourage students to think about why they are and constantly ask questions, and encourage students to see themselves as agents of social change and change. Students therefore have the right to think and act in ways that combat the unequal status quo in individual's communities, and society as a whole. [11]

- Enhance students' Social Emotional Learning skills (SEL).
- Expose students to seven artistic disciplines.

- Empower students to engage their creativity and deepen their connection with classmates.
- Build confidence in self-expression.
- Bridge divides by growing tolerance and appreciation for each other's differences.
- Enhance students' grasp and engagement of subject matter.

The study investigated hopes and fears of candidates of a teacher education college. In light of the relationship between future orientation, motivation for goal attainment and development of student, we asked candidates to tell us about their hopes and fears regarding their future career as teachers. We found that candidates expressed more hopes than fears, a finding which corresponds with previous research on future orientation. [12] The analysis pointed at two main categories related to hopes: who the hopes are addressed to (self, the other-pupil, or society) and the content of hopes (emotional, educational, or social). The category related to the addressee reveals a process of change as observed in research among adolescences in Israel who were asked to indicate future hopes and fears. They related mostly to themselves, lesser, if at all, to the other, and hardly to the social dimension. However, while adolescences are concerned mainly with the self, in our study when candidates relate to educational career, the reference to the other and society increases. This can be attributed to age and profession, as most of the candidates are in their mid- or late 20s; and the profession of teaching, by its nature, is based on processes of relationships between students and teachers. Thus the choice of and the success in the teaching profession demands high awareness of the other. The first phase of our comprehensive longitudinal study shows that candidates expressed more hope than fear. The evidence suggests that their thinking at the nomination stage is very positive. They have the mental imagination of a teacher who wants to be themselves based on past experiences. Hope and fear are expressed through emotional, cognitive, social and school aspects. These aspects are incorporated into contexts that move from the person / me to the school and then to society as a whole. In a broader perspective, candidates' expectations and fears are consistent with the qualities of a "goodteacher" and effective teaching, as evidenced in the literature on teacher education. [13]

**In conclusion**, the purpose of the article is to explain the essence of the concept of "pedagogical technology"; to determine its role in achieving the planned results associated with the formation of intercultural tolerance in future masters of economics; embracing different approaches to understanding this problem; to give a detailed description of the pedagogical technology of formation of intercultural tolerance of future masters of economics in accordance with the established pedagogical goals. The main stages of pedagogical technology (motivational and goal-oriented, cognitive and transformative, value and reflexive formation) were analyzed at the micro and macro levels. At each stage of the pedagogical process of forming intercultural tolerance, a system of teaching aids describing in detail the methods, tasks and organizational forms is given, as well as additional tasks for extended teaching. The importance of following the recommended steps for the successful implementation of the set pedagogical goals was emphasized.

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