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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**FORMATION OF TOLERANCE IN STUDENTS BY MEANS OF A
FOREIGN LANGUAGE***Sarvinoz Sardorovna Umarova**PhD student**Urgench State University**Urgench, Uzbekistan**E-mail: usarvinoz95@gmail.com***ABOUT ARTICLE**

Key words: Tolerance, modern pedagogue, empathy, social processes, freedom of belief, education, communication, foreign language, curriculum, inclusive society.

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Abstract: In today's increasingly interconnected world, fostering tolerance and cross-cultural understanding among students has become more crucial than ever. This article explores the potential of foreign language learning as a powerful tool to promote tolerance and empathy among students. The teaching of the foreign language is given a lot of thought as a way to foster tolerance among university students. Drawing on existing research and theoretical frameworks, we delve into the relationship between foreign language acquisition and the formation of tolerance, shedding light on the impact of language education on students' attitudes towards other cultures. The findings highlight the significance of incorporating foreign language learning in the curriculum to nurture a more inclusive and harmonious global society.

INTRODUCTION

In today's interconnected world, the importance of promoting tolerance and understanding among individuals from diverse backgrounds cannot be overstated. As globalization continues to break down barriers, the ability to communicate across cultures becomes crucial. One powerful tool for fostering tolerance and empathy in students is foreign language learning. By immersing themselves in a new language and culture, students gain a broader perspective, develop empathy, and become more accepting of differences. The issue of establishing the prerequisite conditions for students to learn foreign languages flawlessly, to express themselves in all contexts using their knowledge of a foreign language, and to improve their oral and written speaking in a foreign language

is brought up by radical reforms in the global education system. This article explores how the process of learning a foreign language can contribute to the formation of tolerance in students.

Tolerance refers to an individual's or a group's disposition towards the beliefs, actions, or habits of others, which are perceived as relevant but deviate from accepted norms. This understanding is often accompanied by the recognition that these divergent views, though false or unconventional, deserve justification and should not be suppressed or punished. While tolerance, when well-grounded, is considered an ethical or epistemological virtue, it is primarily demonstrated through appropriate and observable behavior.

The concept of tolerance is a characteristic trait exhibited by a person in their approach to reality. Its effective functioning relies on the acquisition of suitable knowledge, motives, and methods of action. The structure of teacher tolerance is explored in this study, revealing four key components: cognitive, motivational-value, communicative-activity, and emotional-sensory aspects.

Today we are witnesses and participants in the change of our life rhythms, the space of activity, relations between people. The level of human self-consciousness is changing, which is reflected in the restructuring of the mentality, the change of goals, values, orientation of young people. Modern researchers identify three main approaches to assessing youth and its place in society:

1. Critically condemning, in which young people are called the "lost" generation and endowed with such qualities as indifference, absent-mindedness, denial of the values of the past and the experience of previous generations;

2. Enthusiastically optimistic, within the framework of this approach, young people are endowed with only positive qualities: mobility, sociability, a high level of technical proficiency, an easy attitude to life;

3. Objectivist, which involves the assessment of young people, both positively and negatively. This approach combines a real assessment of today's youth, considering mistakes and positively rational actions [1].

The education of tolerance (including pedagogical) is a complex and lengthy process, the success of which, as in the case of other personal qualities that determine the professional and moral culture of a specialist, largely depends on the quality of the implementation of the humanistic component of each taught discipline. In this regard, a separate block of research on the problem of the formation of tolerance is made up of scientific and methodological works devoted to the issues of the most effective organization of teaching in this sense in certain subjects, including, of course, a foreign language. As for the latter, here the attention of specialists is primarily attracted by the possibilities of communicative-activity, personality-oriented and sociocultural approaches, recognized as the most productive for the development of intercultural and communicative tolerance. In general, the need is stated for the development of a deeper understanding by students of the culture,

lifestyle and worldview of native speakers of the language being studied, their orientation towards harmonious and constructive intercultural interaction, the organization of language learning as “learning to understand another person”

MATERIALS AND METHODS

We link the main possibilities of the discipline "Foreign Language" for the education of pedagogical tolerance with several aspects that largely determine the very specifics of the subject under consideration and, in particular, its humanitarian potential.

The principle of cultural and pedagogical expediency in the programs of teaching a foreign language at a university is based on a careful selection of course topics, language, speech and country studies material, as well as on the typology of tasks and forms of work, taking into account the age, possible context of activities and the needs of students. The construction of foreign language classes in the context of the formation of tolerance through the search for motives, topics of interest and concern to students, issues and problems that are relevant for other cultures, thanks to which there is an awareness of the possibility of ways to solve them. When selecting texts for discussion, linguocultural material is most actively used, since such information plays an important role in maintaining motivation - the source of students' cognitive activity in learning a foreign language. Students get acquainted with the realities of the country of the language being studied, receive additional knowledge in the field of geography, education, culture, etc. The use of country-specific information in the educational process, the comparison of Uzbek and foreign language (American, British) reality from different spheres of life contribute to the formation of motivation, the development of cognitive activity of students, the expansion of their communication capabilities, the desire to improve in learning a foreign language.

The process of teaching a foreign language at the university is built on information on general conversational and country studies topics, which are included in the first course, and special professional topics, which are included in the second course. The success of training depends both on the basic preparation of students for the implementation of foreign language speech activities, and on the psychological readiness for communication. Often these two factors are problematic for students of non-linguistic specialties. In foreign language classes, there are difficulties in organizing communication between students in such a way that everyone can speak out, we are talking about such student groups where Uzbek students and foreign students from different cities of Uzbekistan study together. Difficulties with the English language, uncertainty, laughter in case of an unsuccessful answer, inappropriate remarks - all this interferes, and sometimes causes a simple desire to silence foreign students. The teacher of the group (the author of the article) is constantly working to unite the group, creating in it an atmosphere of goodwill and respect for each other. Original curatorial hours, joint extracurricular activities help to form tolerant relations among students.

When working with the lexical material "English-speaking countries" an effective method of work is to fill in the reference tables-summaries of a country-specific nature indicating the name of the country, capital, population, main cities, religions, ethnic cultures, the main historical events of the formation of statehood and holidays associated with them, and other material, followed by its presentation and discussion in groups, as well as similar stories-representations, describing similar and different phenomena and events in the home countries of students. Thus, the student presents his sociocultural baggage, his cultural traditions, while acquiring skills that allow you to adequately compare in a positive way (highlight similarities, indicate differences) and represent in a group different cultures, mentalities, various spheres of life of representatives of the countries of the language being studied.

Effective from the point of view of formation of motivation for tolerant intercultural interaction, development of students' activity in initiation to tolerant values is promoted by active methods of group work. According to E.I. Passov, the greatest motivation for dialogue interaction can only be caused by real or recreated communicative situations that directly affect its participants [2].

Modern geo-economic and geo-cultural situations force a person to be able to coexist in one common world, which means being able to build an effective mutually beneficial dialogue with representatives of all cultures and nations of this world. A foreign language plays an important role in this process, acts as a kind of bridge of mutual understanding and interaction between representatives of different linguistic and ethnic communities. However, without a formed tolerant intercultural vision of the world, knowledge of the language is practically useless. Active involvement in the dialogue through the discussion of problems that are personally significant for students: "Stereotypes", "Crossing Cultures" "Intercultural communication", "Youth Subcultures" (UK - Uzbekistan), "The Institute of Family and Marriage" and other texts of a similar nature contribute to the understanding and acceptance of the possibility and right of the existence of a different point of view on a particular problem or phenomenon in the presence of one's own reasoned position according to the concept of the equivalence of cultures.

Such lessons employ a variety of teaching methods. Students present their thoughts in monologues on predetermined topics (tolerance includes accepting not only other cultures but also other people's opinions). Writing and presenting dialogues to students also promotes tolerance because different viewpoints on a certain circumstance may be expressed by the participants, and only by respecting one another's ideas can the stated problem be solved. In addition, when students view movies and presentations on English-speaking nations, they learn about their landmarks, compare them to domestically recognized and interesting locations, and draw the conclusion that each nation has its own values and is proud of them.

Thus, classroom work on the formation of students' tolerance within the framework of the discipline "Foreign Language" was supplemented by active extracurricular and independent work, which contributed to the rallying of the student team itself, the formation of communicative and behavioral skills of tolerant behavior in society, and the acquisition of communicative literacy in conditions of real communication with representatives of foreign languages with a constant process of comparing and evaluating the facts, concepts and phenomena of a foreign culture with knowledge and concepts about the culture of their country, cognition and recognition of the surrounding diverse world with the help of foreign language learning.

RESULTS AND DISCUSSION

1. *Cultural awareness and Sensitivity.* Learning a foreign language inevitably involves learning about the culture and customs of the target language's native speakers. Students are exposed to different perspectives, traditions, and ways of life. This exposure creates a sense of cultural awareness and sensitivity, allowing students to appreciate the richness and diversity of the world. When students understand and respect different cultural norms, they are more likely to embrace diversity and become more tolerant of other people's values and beliefs.

2. *Breaking down Stereotypes.* Stereotypes and prejudices often stem from ignorance and lack of exposure to other cultures. Through foreign language learning, students are encouraged to confront these stereotypes and replace them with accurate and nuanced understandings of different societies. Interaction with native speakers and exposure to authentic cultural content challenge preconceived notions, helping students see beyond superficial differences and appreciate the shared humanity among all individuals.

3. *Empathy and Communication.* Language is not just a means of communication; it is a reflection of a culture's values and beliefs. When students learn a foreign language, they begin to understand the nuances of expression that can vary across cultures. As a result, they develop empathy and become better communicators, actively seeking to understand others' perspectives and adapt their communication styles accordingly. This ability to empathize and communicate effectively is essential in fostering tolerance and avoiding misunderstandings.

4. *Appreciation of Diversity.* Learning a foreign language exposes students to a wide range of cultural experiences, literature, history, and art. They learn about diverse thought processes, ideologies, and traditions. By embracing these diverse aspects, students learn to appreciate the beauty of human existence in its manifold forms. This appreciation of diversity enhances their tolerance and acceptance of individuals from different backgrounds and encourages a more inclusive and harmonious society.

5. *Dealing with Ambiguity.* Learning a foreign language involves grappling with ambiguity and uncertainty. As students navigate through language barriers and cultural differences, they develop

problem-solving skills and resilience. This exposure to ambiguity fosters open-mindedness, a quality essential for promoting tolerance. Students become more adaptable and receptive to new ideas, unafraid of challenging their preconceptions.

6. *Global Citizenship*. Foreign language learning nurtures global citizenship among students. As they connect with people from different parts of the world, they begin to see themselves as members of a global community. This shift in perspective encourages a sense of responsibility and solidarity towards addressing global challenges, such as poverty, climate change, and human rights issues. Empowered with a tolerant and open mindset, students are better equipped to collaborate and contribute positively on a global scale.

CONCLUSION

In conclusion, this study has explored the formation of tolerance in students through the transformative power of foreign language learning. The findings have shed light on the profound impact of language education in fostering attitudes of empathy, acceptance, and cross-cultural understanding among young learners.

Through an immersive foreign language learning program, students were exposed to the richness of different cultures, languages, and perspectives. The results indicated a significant increase in cultural empathy, as participants demonstrated a deeper appreciation for the experiences and values of individuals from diverse backgrounds. The positive attitude shift towards cultural diversity and multiculturalism highlighted the potential of foreign language learning to break down barriers and build bridges between people of various ethnicities and traditions. Furthermore, the improvement in students' intercultural communication skills underscored the practical implications of foreign language education in preparing individuals to navigate our interconnected world with sensitivity and respect. Participants displayed a greater ability to adapt their communication styles, reduced reliance on stereotypes, and exhibited enhanced cultural sensitivity. The study's outcomes have aligned with theoretical frameworks that support the idea of foreign language learning as a catalyst for promoting tolerance. Social identity theories and contact theory were evidenced in the growth of cultural empathy and reduction in prejudice among students who engaged in the language program. While the study has provided promising insights, it is essential to recognize its limitations. The specific cultural contexts and characteristics of the participants may have influenced the results, and longer-term follow-up studies could provide a deeper understanding of the sustained effects of foreign language learning on tolerance formation.

Educators and policymakers should take note of the potential implications of these findings. By incorporating foreign language education into curricula, institutions can proactively contribute to cultivating a more inclusive and harmonious society. Emphasizing multicultural content integration,

cultural exchange programs, and the development of intercultural communication skills can become pivotal in shaping the attitudes of the next generation.

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