



## IMPROVING THE MECHANISMS OF DEVELOPING TOLERANCE SKILLS IN FUTURE TEACHERS (ON THE EXAMPLE OF MILITARY TRAINING)

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<b>Received:</b> 24 <sup>th</sup> August 2021 <b>Accepted:</b> 20 <sup>th</sup> September 2021 <b>Published:</b> 30 <sup>th</sup> October 2021	This article presents the scientific and objective views of the teacher and the student on the methods and stages of improving the process of communication, the development of pedagogical communication, the development of tolerance in future educators in the process of communication. In today's polyethnic and multicultural society, the problem of development of the new type of social relations based on the principles of dialogue and tolerance and realized in international communication. The purpose of the article is to state the effectiveness of pedagogical conditions that contribute to the formation of tolerance in the professional training of future teachers.
<b>Keywords:</b> Tolerance, Future Teachers, Discipline, Pedagogy, Communication, Training, Students, Approaches	

Teaching is the most important profession not only because it gives rise to all other professions, but also because of the direct impact teachers have on the future of the world. The goal of teachers everywhere is to prepare their students with the skills needed to experience future success, which this means that teachers must intentionally teach them skills to communicate and collaborate with people from a variety of backgrounds and cultures. "Tolerance" is Latin for "tolerance" and means "tolerance" for tolerance, lifestyle, behavior, habits, feelings, opinions, ideas and beliefs of others. to be relatively tolerant. The main goal of tolerance is tolerance for bachelors, respect for other religions, nationalities, respect for their values, respect for national values, tolerance, tolerance, friendship, brotherhood, patriotism, generosity, loyalty, is about developing the skills to look at others with respect. The National Encyclopedia of Uzbekistan defines tolerance as follows". In the process of education, the role of the educator in the development of tolerance in young people is invaluable. from the point of view of embracing concepts such as not discriminating against others. Tolerance is very important today. According to this, everyone is free to practice their faith. Everyone should recognize that others have this right. Uzbekistan is a multi-ethnic country. It is home to more than a hundred nationalities and ethnic groups, including Uzbeks, who have their own culture and traditions. In this context, the policy of achieving inter-ethnic and inter-ethnic tolerance is extremely important in building a multi-ethnic, cohesive state. The Declaration of Principles of Tolerance was adopted by UNESCO on 16 November 1995 to promote tolerance. The example of Uzbekistan can be seen in the tolerance of different peoples, nations and religions in society. The formation of the concept of tolerance in the pedagogical process in students is one of the most important issues facing today's pedagogy. The need for tolerance has not arisen today. Tolerance has prevailed in the politics of kings since ancient times. For example, in the works of Abu Nasr al-Farabi, one of the thinkers of the East, the idea of tolerance played a significant role. His treatises "On the Ways to Happiness" ("Risola fit tarbix ala tool as-saodat"), "Management of the city" ("As siyasat an-madaniya"), "Book on war and peaceful life" ("Kitab" fi maoyish wa-l khurub"), "Virtuous Behaviors" ("As-siyrat al-Fazila"), and "Views of the People of the Noble City" are important because of their rich principles of humanity and tolerance.

Teaching Tolerance isn't just a great habit for your classroom, it's also one of our favorite teaching blogs. It's a great way of learning how you can incorporate more empathy and diversity in the classroom. Inspired by their work, we'd like to share these five tips for teaching tolerance in your classroom. Strategies for Teaching Tolerance

**Be Culturally Competent:** The first thing educators must do before attempting to teach students tolerance is to understand and challenge their own biases related to race, class, gender, birth country, sexual orientation, age, religion, etc. Stay informed of issues confronting members of marginalized populations so that personal biases are continuously challenged and hopefully eliminated.

**Classroom Agreements:** Many teachers work with their students at the beginning of the year to develop a classroom agreement – statements about behaviors the class agrees are necessary for everyone to learn and feel safe in the classroom. These agreements almost always include a statement about respecting others. Take time to discuss

what this means and intentionally ensure that students' understanding of the word "respect" extends to include respecting differences in race, gender, religion, etc

**A Crumpled Smile:** Students likely do not understand just how much people who have experienced intolerance have to hide their true feelings. Ask students to draw a large smiley face on a piece of paper and tell them to crumple the paper just a little every time you say a statement that they feel is wrong to say to or about someone. Say a variety of statements that inexplicitly demonstrate intolerance (select statements that are appropriate for the age of the students) until most students have crumpled their papers into balls. Then ask students to un-ball the paper and smooth out the wrinkles to the best of their ability. Lead a discussion about the condition of the paper and the fact that the smile is still there. This exercise encourages empathy by giving students a visual representation of just how much intolerance hurts others.

**Teach Through Text:** Discussions about bias and stereotypes are critical to teaching tolerance. Use books or other texts to help students talk about representation in texts and the messages being transmitted in those representations. Read the text aloud as students follow along and have them identify the style of language used and elements of the plot. Ask questions to help them identify stereotypes through what is and is not represented. Discuss when positive and negative language are used and which characters each type of language refers to. Ask them to tell you about how certain parts of the text made them feel and which characters were present at the time. There can also be discussion about which characters are smart and which are shown as unsuccessful. Give students the opportunity to respond to the text (verbally or in writing) by answering questions about why the author's representations were fair or not and what they would change to make the representations in the text more accurate.

**We're All Unique:** Brainstorm a list of physical differences that exist among people. Ask students to specifically provide words related to the differences in shape, size, color, etc. of people's heads, torsos, and legs/feet. Then divide the class into thirds and assign one-third to draw heads with necks, one-third to draw torsos, and one-third to draw legs with feet. Randomly assign trios to put together one person. After students have gotten a good laugh out of how unique their newly created person is, ask them to point out a difference between themselves and the other members of their group that they like or admire. Have a whole-class discussion about respect and why it's okay—and beneficial, even—for people to have a variety of attributes.

**Facilitate Critical Conversations:** Students of all ages recognize and/or experience the injustices inherent in biases, and they want to talk about it. They see these prejudices in the world every day, and it's up to educators to provide a safe space for children to have conversations that lead to empathy and understanding. Set up the classroom space so that it's conducive to discussion, be sure that you've set a clear goal and behavioral guidelines for the conversation, and plan how you will keep students from being triggered or feeling singled out. Conversations about identify and injustice can provoke a range of emotions, so be prepared to address strong emotions so that the conversation is able to continue. Discomfort is necessary for growth to occur, so it's okay for students to be uncomfortable during this conversation as long as tension does not become confrontation. Teachers have the opportunity to counteract learned biases and attitudes of intolerance that children learn elsewhere by providing a space where all students are treated fairly and without bias. When students are explicitly taught to respect and love those who are different, the cycle of hate is disrupted and teachers show once again why they are heroes. The research discloses pedagogical conditions of effective formation of future teacher's tolerance in the process of professional training. 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.

In conclusion, The phenomenon of tolerance is the quality of the personality, which manifests itself in its relation to reality. Its functioning is provided with relevant knowledge, motives and methods of action. Taking into account the structure of teacher's tolerance in the study is presented as the interaction of the four leading components: cognitive, motivational-value, communicative-activity, emotional-sensory. Under pedagogical tolerance is the possession of abilities and skills of tolerant interaction with all subjects of the educational process; The installation of tolerance - as an active position on the formation of the tolerance of the personality of the teacher, students and their parents. In the process of developing tolerant qualities for future teachers, they should master the methods of self-education. Among them are self-observation, self-examination, self-esteem, self-commitment, self-affirmation, self-induction, self-promotion, self-conceit, self-control, self-control, self-report.

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