



STAGES FOR DEVELOPING STUDENTS' TOLERANCE IN THE PROCESS OF TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATIONAL INSTITUTIONS

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Received: 4 th February 2022	This article discusses the stages of developing tolerance of students of higher education institutions in the process of teaching foreign languages. Developing tolerance as a personal quality, its development should take place in several stages, namely: "awareness", "understanding" and "independence".
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Socio-political and economic-cultural trends in the world, their practical significance in the social life of society, the acceleration of the pace of development of society and the disappearance of intercultural boundaries also have a unique impact on the principles of human relations. This, in turn, highlights the importance of developing communication skills and tolerance in community members. It is also important to develop the socio-pedagogical aspects of training specialists capable of intercultural communication in the process of professional communication, to systematize the mechanisms of tolerance.

According to the logic of developing tolerance as a personal quality, its development should take place in several stages, namely: "awareness", "understanding" and "independence".

1. "Tolerance awareness" is a behavioral component in the form of the development of cognitive and emotional components, as well as an understanding of the need for tolerance statements and tolerant behaviors.

2. "Understanding tolerance" - the development of cognitive and emotional components, the development of behavioral components in the form of the formation of skills to form statements of tolerance.

3. "Independence of tolerant speech and the choice of tolerant behavior" - the development of cognitive and emotional components, the development of behavioral components in the form of the formation of tolerant behavioral skills.

The first stages of tolerance development begins with identifying the current level of formation of the three component criteria of student tolerance "Tolerance Awareness". Interviewing students is done using developed tests and selected questionnaires.

This is done by developing the cognitive component of tolerance:

1) formation of linguistic knowledge: knowledge of the lexical minimum of 500 professional characters, including 500 units of general character and business words; grammatical topics "Speech parts", "plural words", "sentence parts", "word order in a sentence", "plural nouns", "possessive words", "articles", "rhymes", "divisive verbs", "possessive verbs", "there is / there are", "prepositions", "simple tenses of the English verbs", "basic types of questions", "regular and irregular verbs", "Present continuous use and formation", "Comparison of present simple and present continuous tenses", "Formation of adjectives", "Comparison of adjectives and their levels", "Countable and uncountable nouns", "Much, many, a little, a few", "Some, any, no, every, and their derivatives," written monologue (description of events using phrases, presentation of facts, preparation of a message; creation of a speech portrait), essay writing; use of introductory phrases, connecting words, speech etiquette formulas in English and Uzbek languages; internal reading skills in listening; text analysis skills: understanding its main idea, purpose; analytical reading skills: the ability to select the necessary information and remove the insignificant, to summarize the facts in the process of learning from various sources (books, the Internet);

2) formation of linguacultural knowledge: knowledge of the values of high and low context culture, the culture of individualism and collectivism; understanding of their own identity, developing respect for their own and foreign language culture; developing awareness of their stereotypes; relations with other nations; Formation of knowledge about the history of Great Britain, Russia, America, Australia, Canada; develop flexibility of thinking.

The development of the emotional component of tolerance occurs through the formation of a wide range of emotions, the development of the ability to listen and empathize, and the ability to look inward and reason.

The development of the behavioral component is accomplished through an understanding of the need for tolerant speech and tolerant behavior, and a tolerant attitude toward the speech and behavior of others.

This stage involves the combined use of traditional teaching methods (explanatory-illustrative, reproductive) and interactive teaching methods (critical thinking techniques, "zigzag", filling in tables, "carousel" and "team teaching" techniques, "brainstorming" and collaborative learning).

In the second stage of the development of tolerance "Understanding tolerance" the development of the cognitive component is carried out through:

1) formation of linguistic knowledge: knowledge of the lexical minimum of 500 professional characters, including 500 units of general character and business words; grammatical topics "Formation and use of Present Perfect Simple tenses", "Comparison of Past Simple and Present Perfect tenses", "Modal verbs and their derivatives", "Command tense of verbs", "Use and formation of Present Perfect Continuous", "Present simple, Present" comparison of perfect, present continuous and Present perfect continuous tenses ". "Periods representing the future tense", "Compound sentences", "Passive relation", "Basic principles of work ethic", "National peculiarities of business ethics", interrogation, exchange of views, congratulations, farewell, gratitude, apology, consent, rejection, permission, prohibition, advice, confirmation, motivation of actions using expressive phrases, skills of using business etiquette, meaningful and expressive reading use of listening; skills of interpreting the English text in the process of creative research activities;

2) formation of linguacultural knowledge by solving certain problems: a) formation of knowledge about the national character of English, American, Australian, Canadian; b) to develop the ability to understand the similarities and differences between the mentality of the Anglo-Saxon and Turkic peoples in the study of proverbs; c) formation of knowledge about the national character of Asia; d) formation of knowledge about behavior and ethical norms in the United Kingdom, America, Australia, Canada; e) formation of knowledge about the norms of behavior and ethics of Japan, Korea, China; f) development of ways to get rid of stereotypes;

3) the development of the emotional component of tolerance occurs due to the development of empathic (sympathetic) listening, the ability to evaluate their own and other people's behavior;

4) The development of the behavioral component is achieved through the application of knowledge gained from different cultures in solving problem situations, the formation and strengthening of tolerant speaking skills (ethical form of expression of one's point of view).

This stage combines traditional teaching methods with interactive learning methods: learning in the form of critical thinking and collaborative learning and in the form of excursions; group learning using critical thinking techniques; with students' research activities using reflection to model "imaginary dialogue"; individual group projects using the "brainstorming" method; telecommunication technologies and modeling of imaginary dialogue; project development and collaborative training.

At this stage, students' statements are analyzed and their behavior in educational and life situations is also monitored.

In the third stage of tolerance development, "Independence of Tolerance Statements and Choice of Tolerant Behavior" will be developed in parallel with the development of the three components of tolerance in parallel, as well as the analysis of students' statements and their behavior. .

Thus, at each stage, three components of tolerance develop simultaneously: an understanding of tolerance based on emerging knowledge, an understanding of tolerance in the development of the emotional realm, tolerance statements based on formed knowledge, skills and abilities, and tolerant behavior.

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