



GENEROSITY AS AN EDUCATIONAL DOMINANT IN IMPROVING COMMUNICATIVE TOLERANCE IN STUDENTS

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Abstract:

The article reveals the essence and content of improving communicative tolerance among students. The levels of communicative tolerance are given.

Keywords: improvement, tolerance, pedagogy, teacher, student, education, meaning, level, generosity.

Introduction

The globalization of the world community has led to a strengthening of the role of educational forms that influence the regulation of social relations of students and their communicative tolerance. The process of developing communicative tolerance is a social order of society based on the need to ensure the safety of each student and increase the effectiveness of interpersonal interaction. That is why improving communicative tolerance today is one of the most important tasks of socio-cultural institutions of society (family, educational and cultural institutions, mahallas, etc.).

It should be noted that despite the multifaceted nature of existing scientific approaches, the problem of improving communicative tolerance among students remains an insufficiently studied problem, in which there is no holistic approach to the content, organizational and technological support of this process.

Communicative tolerance performs an irreplaceable "life-sustaining function in stabilizing the democratic foundations of society and acts as a necessary link in the mechanism of its socialization" [1]. Communication and tolerance are two integral components of the communication process. The essence of tolerance is revealed in the "Declaration of Principles of Tolerance" adopted in 1995 by the United Nations. In this document, "attitude towards others" is considered as a fundamental, system-forming and fundamental principle for the formation of communicative tolerance. Tolerance as a deep-seated quality of personality allows a student to take an ethically competent position in communication. "Tolerance is the main condition for the interaction of internal and external and, therefore, normal communication" [2].





Communicative tolerance is a multidimensional concept, which can be considered as “a principle of civil behavior that reflects the moral and ethical values and cultural norms of society” [3] and as “a socio-political imperative of the human community, regulating interpersonal, international and interfaith relations” [4]. In essence, communicative tolerance is “the result of the activity of the human mind with the outside world” [5].

The origins of tolerance are associated with the moral experiences of an individual when interacting with “another person.” When different opinions collide, a person either fights for his truth and is not going to understand the position of the “other”, or responds with indifference, or completely agrees and accepts the “other” opinion, which indicates a reasonable compromise that combines his personal (close) with a new one (foreign). It reflects “deep psychological states and communicative properties of the individual, when a person, due to his psychophysiological characteristics and upbringing, is able to treat “strangers” nobly [6].

At the present period of development of scientific and pedagogical thought, many pedagogical scientists are trying to study communicative tolerance and determine its status in modern society as a multifaceted problem. That is why in our study we examined communicative tolerance as an integrative set of qualities of a person who is in harmony with himself and the world around him (respect, decency, honesty, fairness, conscience, honor, responsibility, dignity, duty, kindness, sympathy, compassion, justice, sensitivity, responsiveness).

In relation to the problem we are studying, tolerance is manifested in its three substantive components: communicative - through the exchange of information between students; in the interactive - thanks to the process of real interaction between students, coordination of actions and influence on the mood, behavior and belief of the interlocutor; in the perceptual – through establishing mutual understanding in the process of students’ perception of each other.

Communicative tolerance involves influencing a student’s behavior through conscious management of behavior in various communication situations, the ability to find the correct forms of communication with different students, correlate one’s behavior with moral standards, enter into an existing communication situation, and find topics for communication.

In the hierarchy of evolutionary needs inherent to a person from the moment of birth, A. Maslow identifies the following fundamental needs of an individual’s communicative potential: respect, recognition and evaluation (self-esteem is associated with the individual’s need for achievement, competence, independence, development of one’s own abilities); respect for other people (awareness of one’s need,





prestige, status); self-actualization (the need to realize one's potential, one's abilities) [7].

In general, scientists have divided communicative tolerance into three levels: gnostic, determined by biopsychophysiological factors (cognition and recognition of one's "I"); constructive and active, formed under the influence of social factors (determining tactics of behavior and dialogue with other students;

interaction with others with absolute autonomy);

reflexive-effective, conditioned by social conditions and personal development (analysis of interaction results).

When building an interaction strategy in the communication process, communicative tolerance allows students to understand, accept, share each other's motives, goals, attitudes, i.e. build the process of knowing another student taking into account his emotional perception, studying the motives of his behavior [8].

Communicative tolerance is a psychosocial characteristic of a person with a dominant focus of consciousness on tolerant, conflict-free communicative behavior on a friendly type of interaction of the individual with other students.

The theoretically substantiated model of the process of improving communicative tolerance among students is an integral education, which includes the following blocks:

targeted, orienting teachers of a higher educational institution to improve this personal quality and ensure its inclusion in the student's value system;

substantive, reflecting the principles and main directions of psychological and pedagogical support for the process of improving communicative tolerance among students in a higher educational institution;

technological gives an idea of how to achieve the goal through the selection of adequate methods and the creation of a set of pedagogical conditions;

analytical-effective – characterized by expected results and criteria for the effectiveness of this process.

An integral part of the process of improving communicative tolerance in students is the developing tolerant interaction of its subjects, which is direct interpersonal communication, during which the ability of the student as a future teacher is formed to take the position of another person, imagine how a communication partner or student group perceives him and interpret the situation accordingly and control your own actions.

The organizers of the process of improving the communicative tolerance of students in a higher educational institution are teachers, the distinctive features of whose joint activities are the presence of an attitude towards communicative interaction;





subject-subject relationships that provide an internal predisposition to tolerant interaction;

a specially developed and implemented pedagogical program for conducting experimental work, the methodological, theoretical and technological components of which provide a holistic picture of the system of pedagogical support for the effectiveness of the process under study.

The above gives us reason to believe that the specification of interdisciplinary, axiological, functional approaches in relation to the problem of improving communicative tolerance among students of higher educational institutions, the use of methods of systemic and complex analysis, activity theory, humanistic concepts of cooperation and interaction of subjects of the educational process, leading principles of public policy in the field of education formed the methodological basis for our research.

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