



INTEGRATION OF PEDAGOGICAL POTENTIAL AND TOLERANCE SKILLS

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Abstract

In the article the author focuses tolerance skills and pedagogical potential and anticipates increasing of the efficiency of the process by the pedagogical potential of cultural-educational environment of preschool.

Keywords: inter-ethnic tolerance, cultural-educational environment, preschool educational space, pedagogical potential.

Introduction

Modern psycho-pedagogical science has identified the environmental approach in the forming of the educational process as relevant and necessary, according to the demands of a new society. Globalization processes leveling the "framework" of universal and national, but opportunities of properly organized cultural-educational environment can distinguish between these concepts in the minds of the growing generation. Unfortunately, these educational opportunities have not been studied at the relevant level and require further theoretical and practical researches. We have reason to assert the impact of ethnic-pedagogical and cultural environment for the formation of one of such personal qualities as inter-ethnic tolerance.

American researcher Lily Wong Fillmore provides into problem of early learning children the fundamental values of coexistence in a multicultural and multilingual society. Scientists believes, that young generation should understand that the people surround them, have different origin, but they are more similar than different. According to O. Griva's scientific research, social factors of tolerance is personal (gender, age, ethnicity, religion, health level, traits of character and psychological characteristics), social conditions (family, religious community, kindergarten, school, reference group, media, the Internet), social circumstances (crisis conditions, features of regional economy, globalization). The personality formation of the inter-ethnic





tolerance is performed due to the cultural and social identity, the features of awareness of the multicultural environment, development of the social interaction skills (N. Terentjeva). However, the leading role in the structure of personality belongs to the ethnic-cultural competence embodied in the knowledge of a person's own ethnicity, the knowledge of the historical destiny of the nation or ethnic group and its cultural heritage. T. Poshtareva adds to the list above that the study of different cultures and their possibility for the comfortable coexistence in the multiethnic environment, the widening of the world outlook, acquiring of mutual understanding by peoples.

Obviously, the impact of various factors on the inter-ethnic tolerance of personality formation is huge. One of them is the influence of the ethnic-cultural educational environment, which effective design can move the solution of the educational problems to a new level. G. Belenka defines the cultural environment as a complex interaction of different cultures, values, psychology, through which the social-group synthesis is close to enriching the spiritual world of the future generation. Scientist considers the educational environment as a complex of modeled special conditions for learning and personal development, the realization of its potential possibilities in the chosen field of activity.

N. Lysenko underlines, that the education of the preschool age children largely depends on the proper organization of the preschool ethnic space. Basic scientist's attention is concentrated on the following principles:

- Nationality (it involves the national education, mastering the native language, formation of the national consciousness, upbringing of the respect for ethnic and cultural heritage);
- Cultural relevance (ensuring organic connection with the nation's history, cultural and household traditions, the continuity of generations);
- The process of ethnic awareness (feeling the contents of education with the national sense for upbringing of self identity).

Important thing for the cultural-educational environment of preschool institutions has its aesthetics. The teachers care about the organization of the cultural-educational environment, especially about its material basis. It is well known, that in the early childhood the importance of upbringing is connected with children's objects-developing space. The same is applied to the inter-ethnic tolerance and ethnic-cultural competence. Toys, books, equipment, furniture, TMT (computers, televisions, recorders etc.), methodical literature for teachers which are available in group rooms can directly or indirectly contribute to the ethnic education and the inter-ethnic tolerance. In practice, regardless of the location of the preschool institution, each





group should have a national area with a variety of different material. Naturally children are characterized by genuine interest and curiosity and they ask questions which extend their world outlook and make their knowledge more profound. We propose to work with the following topics in the national areas: “Family. Generation”; “Homeland”; “State symbols of Ukraine”; “Folk symbols of Ukraine”; “Life in Ukraine”; “Decorative and applied arts and crafts of Ukraine” and many other. In our opinion, these areas should not only provide aesthetic environment favorable for the creativity and inspiration of children, but also encourage them to create national products and objects with their own hands. Remembering the experience of foreign countries which can successfully raise ethnic tolerance in the children of all ages, we take into account the following recommendations of American Researcher L. Derman-Sparks how to model the tolerant cultural-educational environment:

- 1) Visual / aesthetic impact (filling with pictures of children, their families, which indicate their ethnic or racial origin, providing illustrations and images not only of ethnic minorities, whose members are in the group, but which exist in society in general, presenting to children works of art made by artists of different ethnic origin and objects created by their own children);
- 2) Toys and materials for playing and education (discussing the children’s family origin, talking of major ethnic or racial groups, getting acquainted with region or society in general, the presence of dolls that serve as a prototype of people of all colors and different ethnic groups (dolls dressed in national costumes) which are close in their appearance to the real people);
- 3) Books (most books should be devoted to modern life of people of different ethnic / racial groups – their work, daily life, current issues, the presence of different written notes in the foreign languages);
- 4) Equipped area for role playing (includes items that reflect the cultural diversity: different devices for cooking, clothes for celebrating various events, personal children’s stuff etc.);
- 5) Language (create the ability for children to hear and learn different languages; using alphabets, pictures, posters, audio tapes in various languages);
- 6) Music (melodies of different cultures can be used as accompaniment for driving, dancing, singing; listening to music and lullabies).

Research of the following Ukrainian scientists such as O. Budnik, V. Kirichenko, G. Kovyhanych convince that the cultural-educational environment should be modeled and created by pedagogues. For instance, Ukrainian researcher O. Budnik is confident that the most important things in this process are the following: maximum concentration on the natural abilities of children; certain attention to their ethno-





psychological and individual characteristics; special orientation on the study of the actual historical experience to promote the appropriate level of the civic and social culture; focusing on the principles of democracy in the organization of the educational activities on the national basis; the combination of the national and family traditions, customs, rituals and it will fill the living space of a growing personality with ethnic spirituality¹. In addition to thoughts above, American researcher Jim Cummins adds, that multilingual educational environment requires an enhanced pedagogical management, to direct its positive effect on the linguistic and intellectual development of children. An explorer convinced, that cultural and lingual experience is fundamental for personality's future accomplishment. Young generation of pedagogues should provide favorable conditions for their students to acquire and absorb the progressive pedagogical ideas of the European nations and peoples.

Hence, personality qualities as tolerance, inter-ethnic tolerance, ethno-cultural competence, humanism are rather complex and require a focused pedagogical influence. One of supplement instrumentality in the process of upbringing such necessary characteristics is pedagogical potential of cultural-educational environment. It helps every person not only understand her own origins, but also helps understand multicultural diverse around. The pedagogues should resist formation children's stereotypes about other people. The point is that unity of mental and material aspects of culturaleducational environment should educate children by humanism, compassion, tolerance, empathy and multicultural worldview. Common efforts of teachers and children to design the cultural-educational space can create innovative field urging to the emergence of new interpersonal relationships, friendly atmosphere, inspiration, creativity and tolerance.

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