

FORMATION OF TOLERANCE OF STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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ABSTRACT

This article discusses the main methods and techniques of teaching a foreign language, contributing to the tolerance of students. The characteristics of these methods from the point of view of the educational process are given. Attention is focused on the special role of a foreign language as a means of interethnic communication, through which students become familiar with samples of world and native culture, study the spiritual heritage of countries and peoples, their historical and cultural memory.

KEYWORDS: *Tolerance, Spiritual And Moral Education, Tolerant, Foreign Language, Culture, Teaching Methods And Techniques, National Culture.*

INTRODUCTION

Statement of the problem in general terms and its connection with important scientific and practical problems. In the context of the rapid development of society, the spiritual and moral education of the younger generation is the most important aspect of the socialization of the individual. An important role in the upbringing of a comprehensively developed personality is played by education. Teachers need to form students' faith in the future, to cultivate love for the Motherland, art, language, philanthropy, conscientiousness, courage and tolerance, a sense of justice, the desire for knowledge and enlightenment. All this forms national self-consciousness, love and respect for one's own nation, concern for its prosperity.

An individual and a whole nation, entering into the universal cultural space, must own various means of interethnic communication. From this point of view, knowledge of at least one foreign language plays a huge role.

The ideas of the classics of the humanistic approach were developed by Ukrainian psychologists I. Bekh, M. Borishevsky, V. Kremen, E. Pomitkina, T. Titarenko, V. Sukhomlinsky, A. Savchenko. In particular, the studies of M. Evtukh, V. Zhukovsky, A. Zelichenko, A. Kolesnik, Zh. Yuzvak and others are devoted to the psychological and pedagogical aspects of spirituality.

According to M. Borishevsky, an essential feature of the spirituality of a person is its universal character, which is revealed in any manifestations of activity: everything that a person does, how he behaves, what values, needs motivate his activity, can be assessed from the standpoint of spirituality [2, p. 215].

In the modern teaching of a foreign language in any educational institution, various methods are widely used, which help the teacher to focus the attention of students on the spiritual and moral values of humankind. Among these methods are the following:

- Collective (group) work and work in pairs;
- role-playing game;
- Thematic training session;
- Method of design research;
- The use of ICT in foreign language lessons;
- reading authentic texts;
- Poetry in English lessons;
- Extracurricular activities;

1. Collective (group) work and work in pairs.

Working in pairs or in small groups is considered one of the main methods that is aimed at the spiritual and moral education of students in a foreign language lesson, since in the course of such work students discuss current problems, interact with their peers and express their point of view. At the end of such work, the group members choose the most effective solution to the problem, justify their choice and give strong arguments.

2. Role play.

Another effective method is a role-playing game, which is usually held between several teams. It allows you to: form and develop professional competence, independently solve problems and use the acquired knowledge in practice, as well as adapt to new situations and work in a team, and ultimately contributes to the socialization of students as a whole.

The use of business games in foreign language classes contributes to the disclosure of the creative potential of each student, during the game there is an intensive exchange of ideas, information, and experience.

3. Thematic lessons.

In the implementation of spiritual and moral education in the English lesson, thematic lessons play an important role. At such training sessions, students become familiar with the spirit and culture of the people - native speakers.

4. Method of design research.

A project is work aimed at solving a specific problem, at achieving a pre-planned result in an optimal way. The project may include elements of reports, abstracts, research and any other types of independent creative work of students, but only as ways to achieve the result of the project. The project method develops the ability to plan and track the sequence of actions performed, acquire knowledge and apply it in practice. This method is creative in its very essence, as it involves a combination of research, search, and problematic methods.

Students can take a fresh look at the realities of their everyday life, at the history of their country and, of course, learn a lot of what interests them about life in the country of the language being studied.

5. Use of information and communication technologies.

One of the new, but effective directions in the implementation of spiritual and moral education is the use of information and communication technologies (hereinafter - ICT) in the English lesson. Today, all students are familiar with information technology; actively use computers, mobile phones and tablets both at institutes and at home.

Through interest in ICT, one can increase the motivation for learning a foreign language; change the forms and methods of spiritual and moral education of students. For example, you can take "virtual tours" of English-speaking countries or simply visit one of London's museums.

It is also very important to watch films in a foreign language; this contributes to the development of skills and abilities of listening to speech and stimulates the oral-speech communication of students, which occurs in the form of expressing one's own opinion, attitude, searching for arguments and evidence. The video film has a rather strong emotional impact on students, it influences the formation of a personal attitude to what they see and hear.

6. Reading authentic texts.

Authentic texts are original texts in the target language, borrowed from the communicative environment of native speakers, presented to students for reading.

The legitimacy of referring to such texts is explained primarily by the fact that they are perceived with increased interest and great enthusiasm. One of the criteria for selecting authentic material is the criterion of typicality. It is designed to ensure the selection of country-specific material (including linguistic material), which reflects the most relevant facts of modern reality in the country of the language being studied and creates a more accurate idea of this country.

Taking into account this criterion, for each topic, texts are selected that reflect the most typical realities; without equivalent and background vocabulary, which implies familiarity with any specific aspect of the life of the country of the language being studied: the names of monetary units, the names of some holidays, the symbols of the country, and so on. Examples of authentic texts are fiction books, professional literature, magazines and newspapers in the studied foreign language. The value of authentic materials lies in their richness and in formativeness.

Reading authentic texts contributes not only to the development of thinking and emotions, but also contributes to the spiritual and moral development of the personality, its ideological formation. Such texts develop the motivational sphere of students in the classroom, form a taste and love for the language being studied, activate the creative imagination and abilities of students.

7. Poetry in English lessons.

Acquaintance with the poetic works of the countries of the studied language contributes to the spiritual enrichment of students, the development of their ethical views and aesthetic taste. The study of English poetry stimulates the cognitive activity of students, develops their thinking, and introduces them to the culture of the people whose language they are studying.

8. Extracurricular activities.

An important role in the spiritual and moral education of students is played by extracurricular activities. It has an educational, educational, developmental value, contributes to the expansion of the cultural horizons of students, and increases the motivation to learn a foreign language.

Extracurricular activities provide an opportunity to develop and improve the ability to think logically, strengthen discipline and team spirit. The main goals of such work are the expansion and deepening of knowledge, skills and competencies in mastering foreign language communicative activities, as well as the comprehensive development of the individual, including the emotional-volitional, spiritual, and moral spheres.

In conclusion, based on theoretical analysis and study of advanced pedagogical experience on the problems of spiritual and moral education of students by means of learning a foreign language, the following conclusions can be drawn. Learning a foreign language improves spiritual and moral culture, develops logical thinking, has a great impact on memory, broadens horizons and improves general culture.

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