

A MODEL OF FOSTERING STUDENTS' TOLERANCE IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Abstract: This article discusses the topical problem of tolerance, its levels. Considerable attention is paid to teaching the English language as a means of tolerance development among university students. The authors focus on teaching foreign language communication in the context of the dialogue of cultures, involving the interrelated solution of communicative, educational and developmental tasks. The principle of education in the context of the dialogue of cultures creates conditions for the research of the cultures of the countries of the studied language based on the world culture and the national culture rethinking through its lenses, the result of which is mutual understanding.

Key words: Communicative, educational, competitiveness, effective model, pedagogical process, tolerance, intercultural dialogue.

Problems of students' independence, autonomy and self-regulated learning have been the focus of researchers' attention for quite a long time. Much of the research is dedicated to the problems of independent learning activity and work, and the principles and methods of their organization. However, in practice, teachers often complain about the students' dependence in the course of training, their inability to organize and control themselves, the latter being components of autonomy, which have a significant impact on the quality and speed of teaching foreign languages. In this regard, the diagnostics of autonomy in the process of formation and development of foreign competencies makes it possible to determine the level of students' autonomy as well as the degree of interdependence of the processes of foreign competences development and autonomy, it also helps to identify obstacles and further on adjust the teaching methodology. Higher education involves a complex process to develop the cognitive, social, emotional and cultural characteristics of the personality of future professionals; including the formation of specific behavioral patterns that will ensure the competitiveness and successful employment of future university graduates. Intercultural communicative tolerance is one of the important social and professional qualities of the individual required in modern society. The importance of shaping intercultural communicative tolerance is related not only to the processes of globalization of professional mobility in the modern world, but also to the need to create a comfortable living environment for students in the university's multilingual learning environment, reduce conflict and prevent conflict. Cultures are carriers of different systems of values and standards. The aim of the study is to reveal the role of the study is to reveal the role of intercultural communicative tolerance in the formation of personality and to present a specially developed technology as part of learning a foreign language. The relevance of this research shows the need to shift the main focus in the process of learning a foreign language to practical-oriented education aimed at the development of personal qualities. Methodology and research methods. The methodological framework of the publication is based on the basic concepts of communication-oriented education. The authors used experimental methods and comparative analysis in the design and application of technology. Results and scientific novelty. The authors describe intercultural communicative tolerance. The relevance of the formation of values and semantic relationships in the development of students' communicative skills and the corresponding worldview goals has been proven. This article discusses the topical problem of tolerance, its levels. Considerable attention is paid to teaching the English language as a means of tolerance development among university students. The authors focus on teaching foreign language communication in the context of the dialogue of cultures, involving the interrelated solution of communicative, educational and developmental tasks. The principle of education in the context of the dialogue of cultures creates conditions for the research of the cultures of the countries of the studied language based on the world culture and the national culture rethinking through its lenses, the result of which is mutual understanding. The problem of

tolerance in the modern world is a topic of discussion of socio-political, religious, scientific communities in our country and abroad. Today, when the world community is experiencing significant and ambiguous changes, and ethnic and religious conflicts in a number of countries pose a serious threat to stable progressive development, Kazakhstan demonstrates the ability to solve systematically the problems arising in this area. Kazakhstan has managed to develop an effective model of civil peace and harmony, contrasting it with the destructive ideology of the superiority of some peoples over others. Without a doubt, all educational organizations are one of the most important institutions of development of this quality of the moral aspect. The main documents in our work on this issue are "Comprehensive Program of Education in Educational Institutions of the Republic of Kazakhstan" and "Conception of the State Youth Policy in the Republic of Kazakhstan". The basis for the improvement of youth policy in Kazakhstan was the creation of the necessary conditions for young people to receive a decent education and employment in their future specialty. At present, in the pedagogical process, the teacher faces a difficult task, which is not only to acquaint students with the diversity of cultures, but also to cultivate respect and tolerance for other cultures. In addition, the teacher should be able to explain the term "tolerance". We are talking not only about the formulas associated with this term, but also about getting acquainted with all the nuances of tolerance. To successfully master the term "tolerance" it is necessary to understand what a tolerant person is and for this the teacher needs to talk about the qualities that are unique to such a person. The teaching stage comprises:

- * selection of training content;
- * provision of experimental training lessons;
- * conducting intermediate tests and quizzes to monitor the level of students' foreign-language competences; intermediate diagnostics of the level of students' autonomy;
- * improvements of methods and strategies of teaching;
- * intermediate interpretation of the results of the study, correlating them with the hypothesis of the study;
- * confirmation of the provisions of the working hypothesis of the study;
- * formulation of preliminary conclusions;
- * The control stage includes:
 - * diagnostics of autonomy upon completion of experimental training;
 - * comparative quantitative and qualitative analysis of diagnostic results, results of testing conducted at different stages of experimental training;
 - * identification of levels of foreign-language competence and autonomy;
 - * making correlations between the results and the theoretical conclusions of the study;
 - * correcting and improving theoretical conclusions of

Modern society is characterized by diversity and openness; therefore, the efforts of many organizations, including educational institutions, are aimed at international cooperation and developing partnerships in solving common problems. One way to implement such interactions within higher education institutions is the internationalization of the educational process by attracting foreign students to Russian universities. In this regard, the need for Russian students to speak a foreign language is insufficient. They also need to be eager to have intercultural communications based on respect of human dignity and individuality. In addition, they should be open to other cultures, able to show empathy, possess necessary skills to prevent conflicts, and to resolve them in non-violent ways.

Conclusion,

Teaching English in the context of intercultural dialogue serves to nurture a cultured individual who is committed to universal values, imbued with the richness of the cultural heritage of other countries, who seeks mutual understanding with them, and who is able to take his or her place. Implement interpersonal and intercultural communication through English. Teaching and learning in the context of intercultural dialogue helps to better master the material, increases communication and cognitive motivation, provides simultaneous access to English language and culture, has a positive effect on the emotional state of students.

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