

DEVELOPMENT OF TOLERANCE IN MEDICAL PEDAGOGICAL STUDENTS ON THE BASIS OF NATIONAL TRADITIONS (on the example of Uzbek and Russian languages)

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ABSTRACT

This article discusses development of tolerance in medical pedagogical students on the basis of national traditions on the example of Uzbek and Russian languages. Consistent development, aimed primarily at socializing and educating the student as a literate person. This ensures the social enrichment of a person's spirituality through the constant development of communication and cooperation skills.

Key words: *tolerance, foundation, result, spirituality, encouragement for good, educational process, important task, student, high quality, objective skill, social life.*

INTRODUCTION

The formation of the concept of tolerance in students should begin in the early stages of general secondary education, that is, when the foundations of such qualities as kindness, compassion and honesty are just emerging. It cannot be said that the concepts of tolerance are fully formed in primary school students today. As a result of our observations, in particular, questionnaires, interviews, we have clearly witnessed this. We conducted surveys among teachers and students in order to determine the current state of formation of the concept of tolerance.

Questionnaires and questionnaires among professors and students showed that even most primary school teachers do not have a clear idea about the concept of tolerance.

MATERIALS AND METHODS

Teachers do not have enough knowledge and understanding in this area, the life of the people persistent problems related to lifestyle, the rapid development of life, social problems and natural disasters, parental indifference, intimidating, violent militant films shown on television screens, etc. are somewhat hampered. Of course, one of the important tasks of the educational process is to develop pedagogical measures, ways to overcome these situations, to form an active creative attitude of students to the material world, to existence, to encourage them to goodness. To date, the theoretical foundations of tolerance education have been developed mainly by Russian scholars. In particular, A.M.Baybakov's dissertation "Education of tolerance in the process of interaction between small groups of older adolescents" [1] identifies philosophical, psychological and pedagogical areas of tolerance education, educational tasks that serve to determine tolerance among small groups of adolescents. system is defined.

R.R.Valitova in her dissertation "Tolerance as a moral problem" [2] scientifically revealed that the development of a sense of tolerance in a person as a moral norm.

In the course of the research we have identified the concepts of tolerance, which need to develop tolerance in medical pedagogical students on the basis of national traditions, their classification, definition of the content, form and means, methods and techniques of the pedagogical process. We try to think about the solution of a number of problems, such as generalization of historical experience in education and showing ways to use these experiences in today's educational process, ways to increase the effectiveness of the educational process aimed at developing tolerance in medical pedagogical students based on national traditions.

D..V Zinovev's work "Improving the pedagogical skills of future teachers on the basis of socio-cultural tolerance" [3] reveals that tolerance is one of the key aspects of pedagogical skills, with the help of vivid evidence that it is extremely important for future teachers.

Indeed, in all ages, tolerance has been the highest human quality. Tolerance means to be tolerant, tolerant, tolerant of other people's peculiarities, to have personal rights and freedoms without violating the rights and freedoms of others. At the same time, tolerance is the foundation of human rights and democracy. If tolerance is not sufficiently formed in a multicultural and multi-ethnic Uzbekistan, intolerance and intolerance of other nationalities and religions will lead to human rights violations, violence and various majorities.

Formation of tolerance as a socio-spiritual value in the teaching of humanities in students "[4] revealed the pedagogical possibilities of forming a sense of tolerance in students.

The modern man, first of all, must recognize and respect the independence and values of every person living next to him (regardless of his nationality or religion). In recent times, there have been many conflicts between individuals and groups that interact. These factors must be taken into account in the formation of educational goals. Because today the need for self-improvement of the person remains one of the promising directions. In the process of developing tolerance in medical pedagogical students on the basis of national traditions, pedagogical assistance to students is very important. The ability of the student to express himself as a person is rapidly developed in the pedagogical process.

O.B.Skryabina in his research [5] theoretically substantiated the pedagogical conditions for the formation of communicative tolerance in high-class students. It emphasizes the need to establish a culture of communication as a key indicator of tolerance.

Uzbek scholars have written a number of scientific works and studies in the field of tolerance education among young people, mainly in the philosophical, sociological, psychological and partly pedagogical areas. Such works include EG Karimova's study "Sociological study of the ethno-regional features of Uzbek tolerance" [6]. In it, the researcher reflected on the regional features of Uzbek tolerance.

In scientific articles by Sultanmurod Olim "Tolerance" [7], E. Karimova "Tolerance - the future of mankind" [8], various aspects of the concept of tolerance are interpreted mainly from a philosophical, social and spiritual point of view. In addition, a number of scientific conferences on tolerance have been held in recent years, in which experts have approached the concept as a multifaceted phenomenon.

Analysis of available sources has shown that tolerance as a pedagogical problem has not yet been adequately studied. The formation of the concept of tolerance is a very important pedagogical problem, especially in primary school students, and this problem is waiting to be solved.

The process of person-centered learning, the result of which is nurtured, is increasingly recognized today. That is why we recognize tolerance as a necessary part of education and envisage its implementation in a goal-oriented educational process. At the same time, the initial concepts of tolerance in students are formed directly in the learning process. The ability to narrate life events within the framework of ethical principles is gradually formed. Today, Uzbek schools have not yet completely abandoned the authoritarian teaching process and uniform methods that apply equally to all students. This, in turn, does not always allow the emerging student to express his or her opinion. It is also easy to frighten young people with various frightening events because the concepts of tolerance are not sufficiently formed. At the same time, the content of education provided to students according to their age should be determined. The education of tolerance must play an important role in the content of education, as it is especially relevant today. As a result, there is a dynamic

development of the pedagogical process and continuous improvement of the student. Education is an integral process of interconnectedness, which should be focused on the continuous development of the student's personality. It also aims to inculcate the concept of tolerance in the minds of students on a regular basis. It can be said that Social development itself demands that tolerance be formed in every individual as an important moral norm. It should be noted that along with family members, the teacher plays an important role in the formation of the concept of tolerance in students. Because to this day, the teacher is emerging as the main subject that unites and mobilizes forces in the educational process. But our observations have shown that tolerance education has not yet become a priority for teachers. In fact, tolerance in children should be formed at school: on the one hand through the content of education, on the other hand with the help of the teacher. The formation of interpersonal tolerance leads to a decrease in various psychological pressures and tensions among members of society. Tolerance manifests itself as one of the opportunities to change one's point of view with the role of the student's personality. Tolerance is a factor that allows a student to make a decision on a socially and morally stable idea. Young people with tolerance will develop the ability to receive different information and assimilate it objectively. As a result, they adapt easily to social life.

A working pedagogical environment should be created among students to form the concept of tolerance. Teachers, on the other hand, need to support the work environment in the classroom, between groups. Teachers should regularly encourage the mutual support of members of this group. To date, the didactic principles and opportunities for the formation of tolerance in the development of tolerance in medical pedagogical students on the basis of national traditions have not been identified. The pedagogical possibilities of tolerance education have not been opened. Education of tolerance should cover the whole pedagogical process. It is recommended to use pedagogical measures in the education of tolerance, determining the level of individuality, individuality, tendency to master the concepts of tolerance, the level of habituation to creative thinking. Otherwise, the possibilities of pedagogical influence will not be manifested. At the same time, it is necessary to begin to form the concepts of tolerance, taking into account the different characteristics of the student. To date, such opportunities have not been sufficiently exploited in the education of tolerance.

It should be noted that the word tolerance is a multi-faceted, multifaceted word, so it is impossible to absorb all its meanings into the student. This, in turn, complicates the pedagogical process. It abstracts its results. That is why we aim to identify the didactic possibilities, ways and means of this concept, such as inter-religious tolerance, tolerance, tolerance of others' way of life, thinking, behavior, customs, values, respect for them, non-discrimination.

RESULTS

The development of tolerance in medical pedagogical students on the basis of national traditions should be carried out primarily in accordance with the purpose of the educational process. Educators should provide students with basic experiences related to tolerance. It is advisable that this action is often done in the educational process. Given that the development of tolerance in medical pedagogical students on the basis of national traditions is carried out in the educational process in the Uzbek and Russian languages, this move may be somewhat effective. There is also a lack of didactic developments in this area. There is also a strong need for scientific and methodological recommendations on the formation of tolerance in the educational process. The formation of tolerance requires extensive use of group work, as well as individual work. In this process, the idea of a group of students as a team is formed. In doing so, each student feels that he or she has loved ones around him or her who support him or her. Such conditions expand the opportunities for individual development of the

student, self-development. A sense of tolerance also empowers the student to express their personal feelings within accepted moral norms. Expands the perception of the material world, cultural and universal riches and the ability to quickly accept similar situations. The content and forms of comprehensive tolerance education with the entire audience have not yet been determined. The student's personality develops as a result of close communication with those around him and his peers. Because the interaction of members of society is an important resource that contributes to the development of the individual and can serve as a guiding factor, the basis for the future development of the student's personality. It also gives students extra strength to manage their emotions. In similar cases, it facilitates the understanding of the world, the being, and the possibilities for cooperation between groups in the organization of tolerance education are not identified. In particular, the establishment of intergroup tolerance education in educational institutions where people of different nationalities and religions study is effective. In the organization of cooperation between such groups, as a result of the revitalization of students' cognitive activity, the movement to work as a team, a sense of friendship, solidarity and mutual support between the members of these groups is formed and strengthened. They gradually get used to each other and begin to be tolerant of each other. Such students, representing different nationalities and religions, learn to look at each other's traditions, values and lifestyles with respect. As perceptions of personal tolerance decrease, students become more social. It can be said that the concept of tolerance is often studied as a philosophical phenomenon, with very little attention paid to its pedagogical aspects. But regardless of whether tolerance is a philosophical phenomenon, it is manifested as an object of study of pedagogy because it is related to man, his activities, personal feelings, worldview, point of view, and expresses them. That is why we study tolerance in terms of a pedagogical phenomenon that develops in the educational process as an expression of the concept, worldview, ethics, behavior that is formed in the student.

CONCLUSION

Students develop a sense of responsibility for their own behavior through tolerance education. Observations show that the development of tolerance in medical pedagogical students on the basis of national traditions, the ability to have a conscious attitude to public life, to control their own behavior begins to take shape as a norm of behavior. At the same time, pedagogical opportunities for the effective development of students' tolerance skills are expanding. By this time, students will have a growing desire to explore objective reality. They become more and more deeply aware of the events around them, the behavior of people. Students are assisted by various didactic tools, educational games, poems, exhibitions, songs, music, plays, movies. Undoubtedly, at this age, the interest of students in learning the concepts of tolerance is also stabilizing. As they develop their initial skills of tolerance, students begin to consciously control their behavior. Such behavior encourages them to express themselves positively in the learning process. Therefore, the formation of the concept of tolerance in students from the earliest stages of education is a social necessity of great pedagogical value.

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