

WAYS TO DEVELOP TOLERANCE IN MEDICAL PEDAGOGICAL STUDENTS ON THE BASIS OF NATIONAL TRADITIONS

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ABSTRACT

In order to form the concept of tolerance in medical pedagogical students, a system of terms covering these concepts has been developed. The system includes the following concepts: interethnic tolerance, harmony, peace, kindness, solidarity, mutual respect, care, mutual assistance, tolerance, tolerance, tolerance, patriotism, generosity, friendship, justice, solidarity, loyalty, compassion, national pride.

Keywords: kindness, honesty, compassion, compassion, kindness, communication culture, mutual communication, tolerance, care for children, interethnic harmony, patriotism, generosity, kindness, , nation, race, inter-religious equality, duty, generosity, culture of treatment, freedom, interethnic respect.

Ways to develop tolerance in medical pedagogical students on the basis of national traditions: hospitality, mutual cooperation, patience, harmony, interethnic harmony, interethnic equality, kindness, honesty, compassion, compassion, kindness, communication culture, mutual communication, tolerance, care for children, interethnic harmony, patriotism, generosity, kindness, , nation, race, inter-religious equality, duty, generosity, culture of treatment, freedom, interethnic respect, violence, stability, peace, non-discrimination, consideration, openness, solidarity, helping people in need, not sacrificing one's life to protect one's hand from the enemy, cruelty, resistance to discrimination, nationalism k, national selfishness, group hostility, terrorism, extremism, chauvinism interaction, tolerance, religious tolerance, stability, empathy, divergence of behavior, speed of behavior, social activism, listening, respecting and accepting the opinion of others. It was recommended to teach the following concepts: friendship, patriotism, kindness, compassion, nations, international friendship, harmony, peace, non-discrimination, harmony, tolerance, tolerance, solidarity, mutual respect, mutual assistance, consideration, endurance. {1} } These concepts are taught to first-year students through fairy tales, poems, proverbs, riddles, and storyboards. justice, solidarity, loyalty, compassion, national pride, hospitality, honesty, generosity, compassion, empathy, compassion, dialogue, religion, nation, race.

3rd year students were introduced to the following concepts of tolerance: communication culture, endurance liberty, care for the little ones, inter-ethnic harmony, inter-ethnic harmony, inter-ethnic equality, kindness, patriotism, generosity, mutual

cooperation, inter-religious relations, nation, race, inter-religious equality, duty, generosity, culture of treatment, freedom, inter-ethnic respect, violence.

Students are encouraged to use the following terms to introduce the concepts of tolerance: cruelty, resistance to discrimination, nationalism, national selfishness, group hostility, terrorism, extremism, chauvinism, tolerance, religious tolerance, openness, solidarity, need for help helping people, not sacrificing their lives to protect their hands from the enemy, stability, empathy, divergence of behavior, speed of behavior, social activism, listening to the opinions of others, respect and friendly reception, instability, peace, attentiveness, universality, ethnicity, sect, Islam, Buddhism, Christianity.

These concepts are also taught to students in a systematic way using various texts, exercises, sayings, proverbs and educational games, excerpts from works, historical data, informative texts. After man's childhood, when he began to grow up, he was divided into races, and each race began to introduce its own traditions and customs, while religion also came into being on the basis of certain racial beliefs. There are currently four religions in the world, excluding local religions: Judaism, Buddhism, Christianity, and Islam. A person belonging to one of these religions will certainly do what the Shari'ah commands of that religion in practice, and his faith will be strengthened in the shell of that religion as long as he obeys the Shari'ah.

At this point, it is appropriate to emphasize that everyone should remain faithful to their religion, but to respect the representatives of other religions, as well as not to force anyone to renounce their religion, nor to insult them. We selected 440 students with 40 teachers in a series of trainings based on a special program developed by us in order to increase the effectiveness of the formation of the concept of tolerance in medical pedagogical students in the final stage of the experiment.

We have prepared and presented materials. The concepts of tolerance formed in the control classes using the current curriculum and textbooks, and the concepts of tolerance formed using the program and teaching materials we presented in the experimental classes were determined on the basis of the following criteria and their effectiveness was compared. These criteria include: students' perception of friendship, patriotism, understanding of kindness, compassion, understanding of nations, international friendship, understanding of peace, perception of peace, non-discrimination, tolerance, tolerance notions of tolerance, solidarity, generosity, mutual respect, notion of mutual aid, notion, notion of tolerance, notion of interethnic tolerance, care, tolerance, compassion, kindness, generosity, justice, solidarity, loyalty, compassion, national pride, hospitality, notions of honesty, compassion, empathy, compassion, dialogue, understanding of religion, nation, race, awareness of the culture of communication, tolerance, care for the little ones, interethnic harmony, interethnic harmony, interethnic equality, kindness, patriotism, patriotism, mutual cooperation,

inter-religious relations, nation, race, inter-religious equality, duty, generosity, knowledge of the culture of treatment, freedom, awareness of inter-ethnic respect, anti-violence, anti-cruelty, anti-discrimination, nationalism, knowledge of national selfishness, group hostility, knowledge of terrorism, extremism, chauvinism, concepts of interaction, tolerance, religious tolerance, stability, empathy, knowledge of behavioral divergence, speed of behavior, social activism, listening to others, respect to do and accept friendly ideas about instability, peace, attention, knowledge of universal, ethnic, sect, Islam, Buddhism, Christianity.

Based on these criteria, the concepts, ideas, skills and knowledge of students in the experimental and control groups were identified. We will try to substantiate these figures below by means of mathematical-statistical analysis.

1. The results of experimental testing of the content of the educational system, aimed at organizing the process of teaching tolerance to medical students, showed that the knowledge of tolerance has increased to some extent as a result of the educational process and the use of educational materials to promote the concept of tolerance.
2. The presented scientific and methodological recommendations have ensured the effective organization of tolerance education for teachers.

It is no secret that it consists in the prevention of national conflicts. In order to overcome such problems, members of society from an early age need religious and national tolerance, tolerance, patience, contentment, national and religious beliefs, friendship, openness, solidarity, helping people in need, selflessness in protecting their people from the enemy. It is very important to decide on feelings such as compassion, justice, humanity, patriotism, national pride. The need to develop interpersonal skills, to listen to the opinions of others, to respect the religious and national values of others, to recognize each national and religious values as part of a universal culture, spirituality, is evident in students from an early age. we are doing. The current social attitude and the current development of society clearly show that the foundation of tolerance, which must be formed in the members of society, must be laid in the upper classes. It is becoming increasingly important to define the content of tolerance education based on the age characteristics, capabilities, daily needs of the student and the social order of society. Introducing the concept of tolerance to students of medical pedagogical direction on the basis of a certain consistent system is important for the dynamic development of the pedagogical process, the continuous development of the student. The results of the analysis of events in the life of society show that the process of fear, apprehension and exposure to various alien influences is easier in young people who do not have a sufficiently developed sense of tolerance. Due to this, the problem of inculcating the concept of tolerance in students on the basis of a coherent system is becoming increasingly important. This relevance is confirmed by the following conclusions drawn from the study.

1. The results of the study, analysis and generalization of the available sources, scientific and literary literature, normative documents have shown that tolerance, the interpretation of related concepts is mainly partially studied and scientifically based in philosophy, social psychology, sociology and literature.
- 2 . The pedagogical process, to determine the level of tolerance of students, teachers, awareness of the concepts related to it, the analysis of textbooks clearly showed that the majority of teachers are not aware of tolerance and related concepts.
3. Medical pedagogical students are not specially equipped with the forms, means, methods and techniques of the pedagogical process that serve to form the concept of tolerance.
4. One of the most important issues today is to prepare future teachers to inculcate in students the concept of tolerance. As a result of our observations, it became clear that many teachers do not pay special attention to the education of tolerance in their educational activities.
6. As a result of our analysis, we have clearly witnessed the lack of a certain consistency in the presentation of the concept of tolerance in textbooks. Moreover, the exact same concepts are repeated over and over again in all textbooks. Teachers do not pay much attention to interpreting these concepts and revealing their essence. All this led us to the conclusion that a coherent pedagogical system is needed, based on a solid didactic basis for the formation of the concept of tolerance for students of medical pedagogical direction.

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