

## Development of Pedagogical Tolerance in Future Physical Education Teachers

**Narzullaev Doniyor Shukhrat ogli**  
Teacher of Namangan State University

**Abstract. Objectives:** The main objective of this study is measuring and improving the capability of pedagogical mechanisms of tolerance formation in future teachers of physical education. The theoretical basis of the scale is supported by empirical research in the social sector. World scientists are studying the issue of tolerance mainly in the context of contemporary global problems and the crisis of liberalism as a political ideology.

**Methods.** In the course of research, comparative-critical study and analysis of historical, social, psychological, pedagogical literature on the topic, study of educational and normative documents, socio-pedagogical (observation, interview, questionnaire, questionnaire); pedagogical experiment-test; mathematical and statistical analysis methods were used.

**Results.** The results of this study analyses that the measuring the activity of social entrepreneurship is integral part of developing and managing SE in every single society. It was evident that social entrepreneurship has remarkable contribution in triple-bottom-line components of community development. In order to measure the activity variety of methods are analyzed alongside and in order to calculate the efficiency of SE new formula is offered.

**Conclusion.** Based on the analysis, the pedagogical tolerance is the development of the teacher's skills and abilities to have a tolerant relationship with all subjects of the educational process, to be tolerant of their opinions and views in the process of interpersonal relations and intercultural communication between students of different languages and cultures.

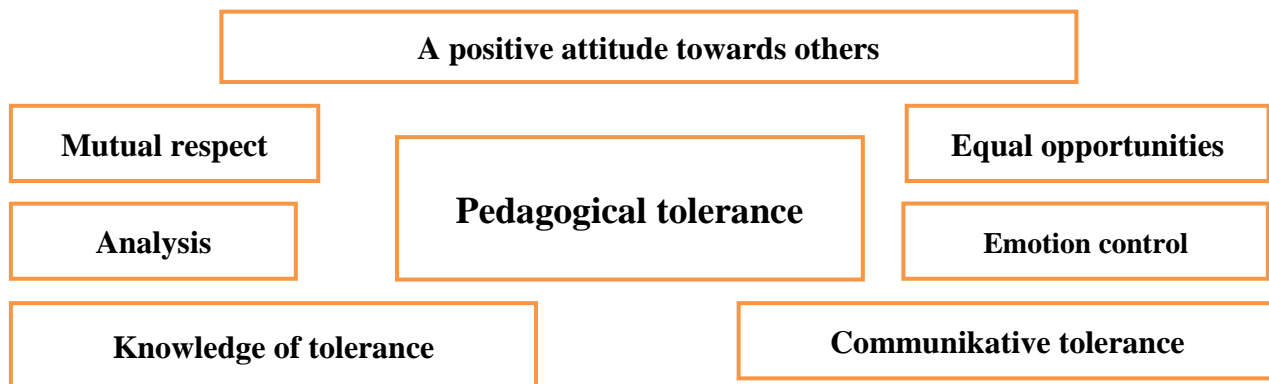
**Key words:** pedagogical tolerance, pedagogical mechanisms, equal opportunities, professional competence, tolerance formation, physical education, project selection, practical implementation;

### Introduction.

The development of pedagogical tolerance among future physical education teachers requires the use of innovative pedagogical technologies based on national values, focused on personal activity. The main goal of this is to correctly understand the behavior of a representative of a "foreign" culture in social-communicative situations that occur in various

competitions using interactive methods and electronic software products, to bring the ability to recognize to the level of automaticity, and to develop communicative goals and intentions. is to choose an appropriate and appropriate communication method for implementation.

Pedagogical tolerance is a comprehensive analysis of knowledge, skills and abilities, as well as the difficulties that arise in the process of their improvement in future physical education teachers, the creation of their motivational and values-oriented behavior, the automation of skills and abilities, the process of intercultural communication is effective. , a system of special assignments and exercises suitable for the social-communicative context has been developed for it to pass without conflicts.



**Figure 3. Indicators of pedagogical tolerance**

Based on these indicators, as a result of our research, future physical education teachers can be conditionally divided into two groups: those with tolerance qualities (tolerant) and those without tolerance qualities (intolerant).

Qualities of a person with a tolerant description:

- sympathy;
- self-awareness;
- security;
- responsibility;
- openness;
- feeling emotions;
- ability to empathize;
- humanitarianism.

Qualities of a person with an intolerant description:

- owning a building;
- inability to get along with others;
- susceptibility to anxiety;

- alamzadalik;
- selfishness;
- sensitivity to external influences;
- not being able to see the diversity of the world;
- evaluating people with their own views.

The parameters for overcoming the difficulties encountered were shown in the following:

1. When introducing sociocultural indicators to athletes, the teacher justifies the expediency of a comprehensive analysis, selection, classification and presentation of the peculiarities of authentic speech samples reflecting sociocultural values of societies belonging to different religions and cultures.
2. We believe that it is right to pay special attention to teaching familiarity with its socio-cultural indicators in all training sessions.

There are gender, racial, national, linguistic, religious, property and social types of tolerance: (1) gender tolerance (treating girls, whether they are young or old, without discrimination in the educational institution, treating them as one's own sister or sister to be, represents respect for female teachers as one's mother); (2) racial tolerance (means treating everyone equally, not discriminating against people based on their appearance and appearance, not looking for flaws based on color); (3) national (ethnic) tolerance (requires equal treatment of a person regardless of his nationality, ethnic group, clan and tribe, origin and lineage); (4) linguistic tolerance (means treating all languages and dialects equally and respecting them equally without discrimination); (5) social tolerance (means equal treatment of people in need of social assistance and assistance, persons with physical disabilities, without discrimination); (6) religious tolerance (means treating a person in a way that takes into account that he is a human being first and not based on his religion and beliefs);

The foundations of the culture of pedagogical tolerance are as follows:

(1) pay attention to proper behavior when talking with representatives of other religions, cultures and worldviews, whether familiar or unfamiliar. In the process of communicating with a representative of another religion and culture, avoiding hatred, discrimination, accusations and insults; (2) refraining from talking about religious and dogmatic topics when communicating with a representative of a different religion and foreign culture for various reasons; (3) if your interlocutor starts praising his religion or belief, stop such a conversation immediately, if possible, move it to another topic; (4) to pay attention to the fact that the conversation between representatives of two religions does not turn into calling each other to their own religion; (5) not to distinguish between the neighborhood, the representatives of other religions and faiths, to observe the rights of neighbors; (6) respect for representatives of different religions and beliefs among classmates, schoolmates, and peers; (7) to remain steadfast in one's own religion and belief while respecting representatives of other religions and beliefs; (8) to deal with representatives of different religions and faiths with patience and tolerance, and to treat with denial and intolerance towards representatives of movements and sects that oppose the state policy and promote religious enmity.

Tolerance has the following features: (1) pedagogical feature - education; (2) moral character - upbringing; (3) intellectual-developing feature; (4) communicative feature; (5) normative and legal nature; (6) axiological (evaluative) feature; (7) diplomatic character; (8) denominational nature; (9) socio-ethnic characteristics, etc. Tolerance refers to three different concepts in social sciences: (1) natural-born tolerance; (2) social tolerance (sense of duty, personality development); (3) moral-ethical tolerance (spiritual - it appears consciously at the level of open "recognition" of the highest ideas and values of human life without any external coercion).

According to the author, different approaches focus on different aspects of this phenomenon. Thus, the author identified the following as the dominant approach to the definition of this concept. First: tolerance is interpreted as humility, patience, resignation, suppressed aggression, restraint of value judgments, self-control. Secondly: tolerance is considered as a positive recognition and understanding of the "other", the "other", readiness to openly welcome the world with its diversity; high moral culture, humanitarianism, manifestation of "civilization". Third: tolerance means indifference, mental rigidity, avoidance, detachment, indifference, indifference, indifference. Fourth: tolerance is interpreted as evidence of religious (Christianity) or moral asceticism, nobility and altruism, readiness to actively help lost and lost people. Thus, in all the above sociological approaches, it is common to understand tolerance as a certain behavioral reaction, a strategy of a person's communication with the outside world, a learned (that is, predetermined socialization) behavior.

## Conclusion

1. The research results made it possible to distinguish the following as factors for the development of pedagogical tolerance in future teachers: a set of personal qualities necessary for the implementation of pedagogical tolerance activities of future physical education teachers based on national and universal values; the level of ability and readiness to transfer the acquired knowledge, skills and competencies to students in practice regarding pedagogical tolerance.
2. The theoretical and practical foundations of the development of pedagogical tolerance of students by means of universal and national values, the pedagogical mechanism were developed, tested in practice, and shortcomings in this regard were identified.
3. Based on the analysis, it was determined that four components - motivational, cognitive-informational, affective empathy and behavior, and social-perceptive components are important in the structural structure of the development of pedagogical tolerance in future teachers. It was concluded that the development of pedagogical tolerance in future teachers reflects the educational, educational, developmental and professional goals of education and is carried out in a way that is harmonized with practical activities.
4. As a result of the research, the pedagogical tolerance competence of future teachers is considered a necessary personal and professional quality, and it is scientifically proven that modern education is based on national and universal values, taking into account the educational aspects of the integrated approach.

## References

1. Asmolov A. Historical culture and pedagogy of tolerance. – Moscow, Memorial, 2001. – No. 24, – P. 61-63.
2. Vikulina M.A. Education as a factor in the formation of students' tolerance // Pedagogical Review. – M.: 2007. – No. 3.
3. Gavrilova E.V. The problem of tolerance and ways to solve it in the school space. // Social pedagogy. – M.: 2010. – No. 1.
4. Klyuptsova E.Yu. Psychology and pedagogy of tolerance. Textbook for universities. – M.: 2014.
5. Pugacheva E.A. Tolerance in the new millennium as a condition for the search for mutually acceptable relations between people // Science and School. – M.: 2007. – No. 3. – P.69-70.
6. Tilova Kh.Kh. Principles of formation of tolerance. – M. : Publishing house of MGOU, 2006. – P. 150-155.
7. Talanov V. Pedagogy of tolerance // Higher education in Russia. –M.: 2000. – N 2.
8. Yarskaya V.N. The modern world and the problem of tolerance // Bulletin of psychological and social and correctional and rehabilitation work. – M., 1996. – No. 1. – P. 65.
9. Ubaydullaev Sh.N. Methodology for teaching students intercultural communication. Monograph. – Namangan, 2018. –130 p.
10. Mansurova K.X. Uzbek reali uzbek realities against the ba gainst the background of germ ground of german Equivalentents – 2019. P230
11. Галагузов А. Н. Культурологический подход в профессиональной подготовке специалистов социальной сферы : дис. ... докт. пед. наук. / А. Н. Галагузов. – Москва, 2011. – 311 с.
12. Гасанов З.Т. Национальные отношения и воспитание культуры межнационального общения. / З.Т. Гасанов//Педагогика. 1996. – №6. – С.51-55.
13. Давлетшин М.Р. Замонавий мактаб ўқитувчисининг психологияси. – Т.: Ўзбекистон, 1999. – 29 б.
14. Демчук А.В. Формирование профессиональной толерантности будущих учителей к детям с ограниченными возможностями здоровья. Автореферат диссертации ... кандидата педагогических наук. Йошкар-Ола, 2012.
15. Езан С.В. Психология и педагогика межнационального общения: Учеб. метод, рекомендации / С.В.Езан. – Чита: Изд-во ЧГПИ, 1996. – 42 с.