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## **IMPROVEMENT OF STUDENTS' TOLERANCE LEVEL BY TEACHING ENGLISH**

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**Abstract:** This article discusses the importance of integration and globalization in the modern world and its role in increasing in the intensity of interaction between different states and cultures.

**Keywords:** tolerance, harmony, equality, principles, multicultural, education, information, communication.

The process of integration and globalization in the modern world leads to an increase in the intensity of interaction between different states and cultures. The increasing mobility of the world's population turns many countries into multicultural communities, the harmonious development of which is possible only on the principles of equality and equivalence, tolerance of different reflections of human and cultural identity. The concept "tolerance" is in the wide use in connection with the strengthening of the UNESCO in the terms of normalization of international relations. According to the definition given in the Declaration of Principles of Tolerance (signed on 16 November, 1995 in Paris by 185 UNESCO member states including Uzbekistan), tolerance means "respect, acceptance and correct understanding of the rich diversity of cultures of our world, our forms of expression and ways of manifestation of human individuality. It is facilitated by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in diversity. This is not only a moral duty, but also a political and legal need. Tolerance is a virtue that makes peace possible and helps replace the culture of war with a culture of peace" [1]. 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, Uzbekistan demonstrates the ability to solve systematically the problems arising in this area. Uzbekistan 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 basis for the improvement of youth policy in Uzbekistan was the creation of the necessary conditions for young people to receive a decent education and employment in their future specialty.

Currently, in the pedagogical process, the teacher faces a difficult task, which is not only to familiarize students with the diversity of cultures, but also to educate respect

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and tolerance towards other cultures. In addition, the teacher should be able to explain the term “tolerance”. We are talking not only about the formulations associated with this term, but also about familiarity with all the nuances of tolerance. For the successful assimilation of the term “tolerance”, it is necessary to understand what a tolerant person is, and for this purpose the teacher needs to tell about the qualities that are characteristics of such a person [2]. Such topics as “Family culture of the peoples of Uzbekistan and the English- speaking countries”, “National cuisine of the peoples of Uzbekistan and the English-speaking countries”, “Ethnic values of religions in the English-speaking countries”, “Traditions and customs of the English-speaking people” contribute to the comparative analysis of different aspects of their own culture and culture of the English-speaking countries made by the students.

One of the first generalized characteristics of a tolerant personality was offered by the American psychologist Gordon Allport [3]. He highlighted the following parameters:

- self-orientation (a tolerant person is more focused on personal independence, less on belonging to external institutions and authorities);
- need for certainty (recognizes diversity, is willing to listen to any point of view and feels less discomfort in the state of uncertainty);
- less commitment to order (a tolerant person is less focused on social order, less pedantic);
- ability to empathy (propensity to give more adequate judgments about people);
- preference for freedom, democracy (hierarchy in the society does not matter);
- self-knowledge (a tolerant person is well aware of his merits and demerits and is not inclined to blame others for all the troubles);
- responsibility;
- security (sense of security and belief that threat can be dealt with).

The above mentioned parameters of a tolerant person concretize educational goals and allow presenting the factors necessary for the formation of such a person, and finding methods to achieve the goal of educating a tolerant person. In the English language course, there are a significant number of topics in the study of which it is necessary and possible to emphasize the problem of tolerance formation. Intercultural communication can be realized only on the heritage of one’s own people, the culture of one’s native land. Thus, students develop the ability to represent their country and their small homeland in the conditions of crosscultural communication. And, of course, the most extensive opportunities for the formation of tolerance are presented by cross-cultural topics, they are “The UK and its constituent countries” (this is a multinational state, each country honors its traditions, while respecting its neighbor), “London”, “USA”, “Our cities” (cities in Uzbekistan), “Uzbekistan” and others. Studying such topics as “Environmental problems” and “Sport”, the main attention is paid to the idea that only with the unity of views on the safe development of the whole society we can achieve well- being on our planet, and that sport can be the initial idea that can unite all the nations. We always discuss with students the traditions of Christmas and New Year in different English- speaking countries, celebrate holidays such as Halloween, Navruz

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and Eid, make greeting cards, posters, and hold special holiday themed lessons. All this allows students to get to know the countries of the language being learned, to get acquainted with their history, political system, cultural traditions and people's daily life and so on. Such knowledge creates the basis for a respectful and, therefore, peaceful attitude to the culture of these peoples and countries. At such lessons, various educational methods are used. In monologues on a given topic, students express their opinion (tolerance is not only acceptance of other cultures, but even acceptance of other people's opinions). Drawing up and telling dialogues also foster tolerance among students, because the participants of a dialogue may have different points of view on a given situation, and only by respecting each other's opinions can come to the solution of the suggested problem.

Students also receive information about the sights of the English-speaking countries when watching videos and presentations, compare them with the domestic famous and interesting places and come to the conclusion that each country has its own values and is proud of them. Students sing authentic English songs, watch authentic movies in the classroom, and also linguistic dictations, quizzes and crosswords are often used. Studying the culture of English-speaking countries is successfully carried out by the method of project work. This method provides an excellent opportunity for self-expression, self-realization, promotes the unity of a students' group, the ability to work together, to express opinions and defend them in a reasoned and tactful way. Group forms of work and work in pairs are both used as a collective discussion, a joint research of problems to penetrate deeper into another culture, to find common and specific decision, to look for conflict-free ways of solving problems. Such work is usually of great interest to students of different levels. It stimulates the researching of regional studies materials and additional literature (on an exciting problem), strengthens interpersonal relationships, promotes tolerance towards people living within the territory of English-speaking countries and shows the level of importance of their culture and life priorities. Another important aspect of students' tolerance formation is that getting acquainted with the culture of other countries and people, a student should see the teacher's respect to the people – native speakers of the language, and his knowledge of the country, its history, culture and place in the world.

So, teaching English in the context of the dialogue of cultures contributes to the education of a person of culture, who is committed to universal values, absorbed with the wealth of cultural heritage of other countries, striving for mutual understanding with them, capable and ready to carry out interpersonal and crosscultural communication by means of the English language. The implementation of training and education in the context of the dialogue of cultures contributes to better assimilation of educational material, increases communication and cognitive motivation, provides the possibility of simultaneous access to the English language and culture, has a positive effect on students' emotional state, contributes to the formation of tolerance to the bearers of other cultural, religious and ethnic traditions among young people in Uzbekistan.

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