

TRAINING FOR THE DEVELOPMENT OF TOLERANT THINKING AMONG STUDENTS IN THE CONDITIONS OF MODERN SOCIETY

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ABSTRACT

In the article, the Republic of Uzbekistan is on the path of building a democratic civil society and a secular state, one of the basic principles of the foundations of secular statehood is tolerance, that is, tolerance is mutual in the face of the diversity of nations, peoples, peoples, cultures, views, beliefs and worldviews in modern society shows how to develop cooperation and mutual respect, how to develop ideas of tolerance among students with different backgrounds.

Keywords: tolerance, spirituality, worldview, faith, humanity, thinking, learning, religion, student.

I. INTRODUCTION

The concept of tolerance has been developed since ancient times based on the need to adapt different peoples and nations to each other and live in harmony with each other. However, the processes of globalization based on the generalization of economic, spiritual and cultural relations of the world in the 21st century, the growth of conflicts between people and ideologies, views and beliefs in states, turn the content of tolerance into the basis of the worldview. about tolerance, which determines the future fate of mankind.

Tolerance and the related question of religious faith are today integrated into the concept of healthy ideology. The process of ideological struggle on a global scale requires students to be immune to the destructive religious ideologies that are part of modern ideologies.

II. MATERIALS AND METHODS

Therefore, the formation of a tolerant worldview among students is one of the important factors in protecting them from the influence of various alien destructive ideas.

The word "tolerance" exists in all European languages, and its dictionary meaning in English, Spanish, French, German means to be patient with other people, to understand that one's own thoughts and opinions may differ from the thoughts and opinions of others, to realize that one's actions and the minds of others are different from their own.

In ancient Chinese culture, tolerance meant the ability to accept and be kind to others. In the Arab-Muslim culture, tolerance corresponds to the concept of "tasammul" and means forgiveness, gentleness, kindness, goodwill, patience and contentment, respect for others.

Among world religions, Buddhism defines tolerance as "respect for others, kindness, keeping one's word, respect for others as for oneself". Confucianism builds tolerance on the basis of the belief that "do not do to others what you do not want to do to yourself." A similar idea can be seen in Christianity, Hinduism, Jainism and other religious denominations. Islam considers the belief that "one of you cannot be a believer if he does not love his brother as himself" as the basis of the concept of tolerance.

Ethnic stereotypes and boundaries of intercultural understanding

Module structure:

- Awareness of ethnic stereotypes in the lives of participants in the training group

- Acquaintance with the basic concepts: ethnic identity, ethnic stereotypes, intercultural interaction, boundaries of intercultural understanding
- Sharing personal experiences on the presented concepts.
- Familiarization with the results of the study "Ethnic stereotypes and boundaries of intercultural understanding"
- Immersion in your own experience of intercultural communication.

• **Exercise "Chain of stereotypes".**

Purpose: Awareness of the stereotypes of intercultural interaction.

Stages of work:

1. All participants stand or sit in a circle. One of the participants sits in the center of the circle in an uncomfortable position, for example, squatting, and listens to epithets addressed to the ethnic group whose role he has chosen.
2. Comments about an ethnic group may include psychological characteristics, stories, anecdotes, cases from personal communication experience, literary images, etc.
3. The role in the center of the circle is taken in turn by all members of the group. Each of them has a new role. After each participant has been in the role of an ethnic "minority", a discussion takes place.

Issues for discussion:

How do you feel about the minority?

How did you feel when you were in the majority role?

Do you agree with all the characteristics that were voiced?

Did you want to answer in the course of your statements?

Would you like to be in the role of people played in reality?

What new did you learn about these people today?

Exercise for and against.

Purpose: to identify the benefits and harms of stereotypes.

Game stages:

The exercise consists in the fact that the participants speak in a circle about the benefits and harms of stereotypes in the life of an individual and society, continuing one of the following phrases:

“Stereotypes are necessary because...”

“Stereotypes get in the way because...”

Exercise "Proverbs and fairy tales of the peoples of the world."

Purpose: Identification with different cultures.

Game stages:

Participants are divided into microgroups and present in the form of action a proverb or a fairy tale of one of the peoples of the world. The rest of the participants must guess what qualities of the national character were represented in the actions.

Game discussion:

1. What character traits are represented in these actions?
2. Do proverbs and fairy tales of different peoples differ? What is it expressed in?
3. What features of the national character are most characteristic of the peoples of our country, region?
6. Exercise "What would I say."

Goal: Speak out loud your own stereotypes in the perception of other people

Game stages:

What would I like to say as a Russian Tatar? How is a Tatar for a Russian?

How is a Russian to an American? How Russian to Chinese? etc.

All statements are posted on a common board.

Group discussion.

7. Exercise "Continue the phrase ...".

Purpose: Awareness of one's own attitude to ethnic diversity.

Game stages:

Several suggestions are suggested to continue.

- "It's good that there is ethnic diversity in the world, because there are many opportunities to meet people from different cultures..."

- "It's bad that there are many opportunities to meet people from different cultures, because you understand that your culture is different from others..."

- "It's good that you realize that your culture is different from others, because you start to be more interested in your culture...."

"It's bad that you start to become more interested in your culture, because it can lead to the assessment of the whole world through the prism of your culture..."

- "It's good when the whole world is evaluated through the prism of its own culture, because..."

Etc.

8. Exercise "Sinkwine -" Tolerance "".

Purpose: The ability to summarize information is an important skill. It requires thoughtful reflection based on a rich conceptual stock. Game stages:

Cinquain is a poem that requires a brief summary of information and material. It comes from the French word "5". Thus, a cinquain is a poem consisting of 5 lines: 1 - a nominal topic, 2 - two adjectives that, in your opinion, fit the nominal topic, 3 - three verbs on the topic, 4 - a meaningful phrase on this topic, 5 - a summary of the topic (preferably 1 word or phrase).

Syncwines are written individually, then in groups - common.

Game discussion.

9. Exercise "My coat of arms".

Purpose: to consider family values in the formation of ethnic attitudes.

Stages of the game: Draw your coat of arms, including the most important information about your family, family activities, history, achievements, interests, talents, hobbies, family homeland.

10. Exercise "I and the group."

Purpose: Awareness of personal and social identity.

Stages of the game: Everyone's story about himself: what groups he belongs to, and what, in his opinion, corresponds to his personality.

After the performance, all the guys are formed into groups according to the principle: choose one item that you like the most (gender, nationality, zodiac sign, etc.). Each group draws a "man of the group" on paper. Behind the outline of which are written those characteristics of guys that are inherent in everyone, and inside - inherent in one particular one. Everyone finds in themselves something unique, unrepeatable.

Group performances. And a reflection of the feeling: is it pleasant for you to realize that you are part of the group. How did you feel.

Discussing the game: Each of us simultaneously belongs to many groups and plays different roles. But we do all this in our own way, embodying our individuality and originality in these roles.

10. Exercise "I and the group." (Option "Group portrait")

Game stages:

Task for microgroups: find as many criteria as possible for classifying people into certain types.

Make a group portrait in accordance with the identified features.

11. Exercise "I am you. You are me".

Purpose: Awareness of one's own identity.

Stages of the game: The participants of the training are divided into pairs and tell each other about everything they consider necessary, for a certain period of time. Partners can ask each other any questions.

After communication in pairs, the participants introduce each other, mutually exchanging roles.

Game discussion:

What is easier to do: talk about yourself or about others?

How did you feel when you introduced your partner?

How did you feel when your partner introduced you?

When do we feel embarrassed and when do we feel confident?

Module V

Me and the people around me

Module structure:

- Awareness of one's own experience and experience of interaction with representatives of other cultures.

1. Exercise "Learning to appreciate individuality."

Purpose: to learn to appreciate the individuality of another.

Time: 60 min.

Game stages:

If we could appreciate

own individuality, us. it would be easier to accept the otherness of the partner

Group members sit in a circle, each with paper and a pencil.

1. At the beginning of the game, say something like this: "We often want to be exactly like everyone else and suffer because we feel different. Sometimes it's really good when we are like everyone else, but our individuality is no less important, it can and should be appreciated.

2. Have each player write about three things that make them different from everyone else in the group. This may be a recognition of one's obvious merits or talents, life principles, etc. In any case, the information must be positive.

3. Give three examples from your life so that the participants fully understand what is required of them. Use your imagination and sense of humor to create a playful atmosphere.

4. Participants write down their names and complete the task (3 minutes). Suggest that you collect the notes and read them, and the group members guess who is the author of certain statements.

5. Gather your papers and once again note the positive aspects of the fact that people are not alike: we begin to be interested in each other, we can find non-standard solutions to a problem, give each other impulses to change and learn, etc.

III. CONCLUSION

Then read each text and ask the players to guess who wrote it. If the author cannot be "calculated", he must name himself.

Thus, the task of forming a tolerance attitude in students is one of the topical issues facing pedagogical science, and its positive solution is one of the important requirements for educating students on the basis of secular sciences.

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