



## THEORETICAL AND PEDAGOGICAL ASPECTS OF THE DEVELOPMENT OF PEDAGOGICAL TOLERANCE COMPETENCE IN FUTURE ENGLISH LANGUAGE TEACHERS

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### ABSTRACT

This article explores the theoretical and pedagogical dimensions of developing pedagogical tolerance competence in future English language teachers. It examines how theoretical frameworks and pedagogical strategies can be integrated to enhance teachers' abilities to manage and embrace diversity in the classroom.

**KEYWORDS:** Tolerance, diversity, social life, morality, culture, value.

### INTRODUCTION

Currently, the phenomenon of tolerance is studied in the context of their interrelationship in the researches of pedagogical and social-humanities fields, and their categorization is relatively widely used. Today, tolerance is studied by scientists in different directions and in different fields. In particular, in the research of A.G. Asmolov, G.U.Soldatova, in revealing its psychological and moral aspects, it is possible to emphasize the views of "the essence of a tolerant person by modern local psychologists and the problems of studying the characteristics of a tolerant person reflecting the psychological and moral aspects of human relations." A.G. Asmolov "considers tolerance axiologically and emphasizes the moral side of tolerance as a value attitude of a person to the variety of characteristics that distinguish one person from another, to cultural and ethnic differences, to the readiness to accept other views and logics. Tolerance works as a universal social norm for the coexistence of different forms of evolutionary development, as well as resistance to conflicts in a multi-ethnic, intercultural society. Professor G.U. Soldatova's research describes a tolerant person as one who is always open to the diversity of human culture, and emphasizes that such a person is ready to treat others who are different from him, without prejudice to his own interests, on the basis of consent and equality. "Tolerance is considered as an integral human characteristic, including psychological stability, a set of personal qualities, a system of relationships and values of individuals and groups. A tolerant person is "mature, has his own values and interests and is ready to defend them if necessary, but at the same time respects the positions of other people".

E. V. Krivosova also conducted research on the understanding of tolerance as a personal value of humanity and its impact on social success. He "connected tolerance with appreciation of one's destiny and studied the role of tolerance in the formation of a person in society. Tolerance in the self-determination aspect of value is defined as "a complex system of interrelated personal characteristics of a person" that contributes to the development of a person in society. Research

has shown that the level of tolerance development of an individual is important in personal development, socialization, learning and professional activities.

In research, we can also find areas where tolerance has been studied in relation to interpersonal aspects. G.L. Barde considers "tolerance as a social attitude (social attitude) and emphasizes that tolerance is a moral category. The manifestation mechanism of interpersonal tolerance is the state of identifying differences between people, expressed in the form of respect, acceptance and understanding.

In the studies of pedagogy and psychology, we can also find ideas about the processes that determine the effectiveness of each activity related to the specific aspects of professional tolerance and interpersonal interaction. M.Ye Orekhov said, "By studying the phenomenon of professional tolerance, he found out that the nature of relations in different professions determines the type of tolerance. "Any profession is characterized by certain subject-object relations, and the type of tolerance depends on what the subject of the professional-subject environment is.

The subject of activity is a specialist, and the object can be people, physical objects, signs and artistic images to which the specialist's activity is directed. The object of professional activity, whatever it may be (animals for a veterinarian, technology for an engineer, sign for a linguist, person for a social worker) determines the type of professional tolerance for each particular profession, which is "professionally is fundamental." This means that professional tolerance is shown by an individual towards "group-type people with whom he has to interact in his work, mainly in the work environment" and characterizes his professionalism. Professional tolerance, based on such concepts, reveals the specific and appropriate aspects of pedagogical tolerance and its operational bases, knowledge, skills, competence and potential in the field of professional activity, and the mechanisms of its formation.

The problem of pedagogical conditions for the formation of tolerance is discussed in the publication of B. E. Reardon, where the solution of this problem belongs primarily to "leaders of educational institutions, the author calls for the implementation of the problem of overcoming violence and creating an environment, accepting violence not to do B. E. Reardon believes that students should receive knowledge about tolerance through all subjects studied in the elite direction: the destructive results of intolerance in human history, the history and culture of all nations of the country, different world cultures, the Universal Declaration of Human Rights, relations. Focuses on the richness of diversity and individual differences of people, ways of solving conflict situations, skills of democratic relations.

To teach future English language teachers to independently control their activities, to determine the effectiveness of their activities, and to realize that the main reasons for success are achieved on the basis of ambition and mechanism, to set noble goals and to enter into positive relationships with professional owners in the implementation of goals.

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