

THE MAIN DIRECTIONS OF DEVELOPING TOLERANCE SKILLS OF PRIMARY SCHOOL PUPILS

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ABSTRACT

This article explores the main directions, methods and tools for developing the tolerance skills of primary school students. Methodological features and principles of tolerance formation in primary school students have been studied.

Keywords: Tolerance, education, upbringing, tolerance education, methodology, ethnicity, race, interethnic communication, other religions, student, primary school students, tolerance skills.

INTRODUCTION

At the new stage of development of Uzbekistan, the fifth point of the Action Strategy for the development of the country by defining the main directions of the development of tolerance skills in students is to ensure security and interethnic harmony, as well as to achieve national unity. This is because it is possible to nurture the whole society, to make them tolerant and resilient by forming tolerant thinking and tolerance skills in young children. For this, it is important to have a well-developed plan and on this basis to organize a systematic pedagogical process. Because, "what a fierce competition, ideological, ideological struggle is going on in the world, around us! In such a difficult situation, does a true intellectual have the right to sit as a spectator, shaking hands? I repeat, indifference to the fate of the people is worse than betrayal. Such negative evils, especially in sacred schools, should not be allowed at all."

This is the second year in a row that Uzbekistan has been included in the US State Department's list of "countries of particular concern" in the field of religion, as a result of extensive changes in inter-ethnic harmony and religious tolerance. In his speech at the 72nd session of the UN General Assembly, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev, citing the need to adopt a special resolution entitled "Enlightenment and Religious Tolerance", said: "It's about protecting them and helping them not to be discriminated against."

Primary education is the main link that regulates the individuality of the student, his unique character, moral qualities, and shows their practical significance. The character of the child, the manifestation of a tolerant attitude in him, begins with primary education. The tolerant environment in the family, the practical results of parental upbringing are tested at the school, where they are refined and supplemented. Therefore, the creation of opportunities and conditions for children of primary school age to write many basic skills is the basis for the development of high moral qualities. To this end, "based on teachers' knowledge of their subject, pedagogical skills and psychological training, the criteria for classification will be reconsidered. I repeat, the teaching profession should be the most prestigious and prestigious profession in society. The state must create all the conditions for our teachers to think about nothing but quality education and work for themselves."

In fact, the success of the educational process in primary education depends on a liberal social environment. It differs in the ability of primary school students to receive knowledge and skills and sharpness of perception. Every day, students try to understand the world with a new curiosity. Their thinking is based on figurative thinking, which is the basic way of thinking in elementary school students. By developing tolerance skills in primary school students, it is possible to develop in them the qualities of respect for the elders, respect for the younger ones, open-mindedness, sincerity, kindness and honesty. Of course, tolerance is a spiritual and moral quality, which is formed in a purposeful, effective and consistent educational process. One of the qualities of tolerance that elementary school students need to incorporate into the content of lifelong learning, beginning with the family, is compassion.

As mentioned above, the prerequisite for the formation of tolerance in an educational institution is the creation of a tolerant environment. To create a tolerant environment, school education needs to work closely with parents, community institutions and community activists. But this process takes a long time and patience. An impatient teacher or leader is incapable of cultivating tolerance. The teacher is often referred to as the "heart of the learning process" because if the teacher assimilates the ideas of the pedagogy of tolerance as a manager, it also helps to develop these ideas in the children's community.

It is noteworthy that the criteria used by New Zealand teachers in the performance of their duties are as follows:

- The teacher must recognize that he is accepted as a role model to emulate;
- have the skills to resolve conflicts peacefully and enter into dialogue and implement it;
- encourage a creative approach to problem solving;
- not to support aggressive behavior and fierce competition;
- organization of cooperation between parents and students in the development of joint action plans;
- to use all opportunities in the implementation of curricula, to be aware of public opinion and needs;

At the new stage of development of the society, one of the urgent tasks is to create a system for diagnosing and preventing the presence of intonation skills in primary school students and students in general. School education not only develops students' knowledge and skills, but also monitors the formation of negative traits in them, by eliminating the factors that influence the formation of negative traits in them, and by eliminating the causes of close contact with students.

The formation of tolerant thinking and skills in students combines and includes the following:

- Student attitudes and attitudes towards nature are free from violence
- Respect for human rights, non-confrontational attitudes, the ability to communicate and learn to work together, the existence of barriers that allow students to make choices, and the fact that parents are more tolerant of the school's approach to education and upbringing.

Researcher B.E. Rierdon classifies seven areas that are unique methodological guidelines in the planning of tolerance education. The preparation of primary school students for social life and the development of an active lifestyle are based on:

- Encourage primary school students to feel their own needs and to develop the skills to satisfy them without harming others;
- prepare to assess their capabilities;
- to develop the skills to act within their capabilities and strive to develop them;

- Recognize their strengths and weaknesses;
- Encouragement to show the initial manifestations of critical thinking;
- Respect and be tolerant of the thoughts, actions and habits of other students;
- to learn the known rules and norms of the society together with other students.

As children begin school, they are exposed to new, unfamiliar conditions, a lack of knowledge, and repeated failures, leading to insecurity. In the process, students disappear as they study, play, exchange ideas, and adapt to the environment together. Self-confidence and mental stability are strengthened from the 3rd grade onwards, and these changes lead them to success. Self-confidence and stable thinking skills develop tolerance skills in students. Their instincts play an important role in the development of the volitional qualities of young students. At this stage, the development of the will and senses takes place in a constant unity. In some cases, the senses serve to form the will, but in other places it stops it.

The school is based on the moral education of young students, who learn the norms and rules of morality in the educational process. The success of this process is often realized in a specially organized educational process. Physical development in young students is more uniform than in other age groups. Tolerance forms a new basis for pedagogical relations between teacher and student. At the heart of tolerance is a tolerance for the learner, such as creating the right conditions for the learner to express their abilities, and not losing the fear of being misinterpreted in a discussion or debate process.

In elementary school students, methods of developing tolerance skills and adjectives can be divided into several categories:

1. According to the sources of knowledge of the students: oral, demonstrative, practical methods.
2. In the direction of student thinking: induction, deduction, analogy.
3. By the degree of independent activity of students: iso-illustrative, reproductive, knowledge-based method of knowledge, partial research and research.

Oral methods of shaping the wedding should be sought in the shortest possible time to provide the most comprehensive information, to solve the problems of the students, to find ways to solve them.

It should be noted that tolerance in primary education cannot be formed in an authoritarian teaching process and attitudes. Tolerance skills in primary school students are developed through the democratic organization of the pedagogical process and the creation of a liberal environment in the relationship between teacher and student. Cultivating a culture of tolerance can be expressed in the following formula: "parents + children + teacher." At the same time, the school and the family should become an environment that complements the knowledge of students and requires them to demonstrate their knowledge in practice.

In conclusion, the current state of the education system in the formation of tolerance skills in primary school students, the principles of teaching require reform. At a new stage of development, in the process of radical reform of the education system, it is important to develop in students the qualities of patience, perseverance and tolerance. Also, the formation of the qualities of nobility and tolerance in the family environment is the basis for the child to show tolerance in school education. Parents are not only the builders of tolerance, but also the builders of children's tolerance and the builders of a tolerant environment in the whole family. Only when parents and teachers can be truly tolerant, a tolerant environment will be created in the family and learning environment, and the child will be nurtured a moral of tolerance.

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