

Development of Tolerance Qualities of Students Based on Pedagogical Cooperative Education

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In this article, the scientific and objective opinions about the methods and stages of improving the communication process of the teacher and the student, the development of pedagogical communication, and the education of tolerance in the communication process are described. The article uses the terms "cooperative" and "joint" interchangeably. However, some researchers distinguish between these two types of learning and emphasize the main difference that collaborative learning is mainly focused on deeper learning.

Introduction. The President of the Republic of Uzbekistan, Sh. Mirziyoyev, says about the principle of tolerance, which is taking an increasingly deep and strong place in the worldview of our people: "In our ancient and generous land, representatives of different nationalities and peoples, cultures and religions have lived for many centuries. lived peacefully. "Hospitality, goodness, generosity of heart and literal tolerance have always been characteristic of our people and form the basis of its mentality."

The future of Uzbekistan is closely related to such factors as peace and tolerance, intercultural harmony and interethnic harmony. Despite decades of shared or shared learning in teaching practice, small group activities have proven to be less effective. Some of the main problems are the free movement of students (not participating on behalf of some students), their focus on individual academic goals to the neglect of shared goals, and teachers' difficulty in accurately assessing student participation.

Literature review. Cooperative learning is a learning strategy that allows small groups of students to work together on a common task. The parameters are often varied, as students can work together on a variety of problems in class, from simple problems such as proposing environmental solutions at a national level. Students are sometimes individually responsible for their part or role in an assignment,

and sometimes they are responsible as a whole group. Cooperative learning has received much attention and praise—especially in the 1990s when Johnson and Johnson successfully used small groups. since they describe the five main elements that make reading possible:

Positive reciprocity: Students feel responsible for their own and the group's actions.

Face-to-face interaction: Students encourage and support each other; the environment encourages discussion and eye contact.

Individual and group accountability: Each student is responsible for completing their tasks; the group is responsible for achieving its goal.

Social Skills: Group members acquire the interpersonal, social, and cooperative skills needed to work with others.

Group processing: Group members analyze their own and the group's ability to work together.

However, the following features must be present:

- When developing joint training, teachers need **to clearly define their individual responsibility to students and responsibility** to the group.

Each member must have duties that cannot be performed by other members and cannot be held responsible for them.

Teachers often use group work and co-teaching for several reasons:

1. **Change jobs.** It's good to be varied in your instructions; it attracts students and allows you to attract more students. Co-teaching also changes the role of students and teachers, as teachers become facilitators, guides, if you will, of the learning process, and students take more responsibility for themselves. they get
2. **Life skills.** Collaboration and cooperation are important skills that students continue to use beyond their academic years. One of the key elements in the workplace is collaboration, and we need our students to be willing to collaborate, be responsible and accountable, and have other interpersonal skills for a productive professional life. Co-teaching has also been shown to improve students' self-confidence, motivation and empathy.
3. **Deeper learning.** Collaborating with others has a positive and positive impact on students' thinking and on well-done co-curricular activities, students often deepen their understanding of the given content. Students engage in thoughtful debate, explore different perspectives, and learn to protest effectively.

Based on the challenges mentioned above, some specific recommendations for teachers to focus on are as follows.

1. Defining specific goals of cooperation (in addition to academic goals)
2. Teaching students social interaction for effective cooperation
3. Monitor and support student interactions
4. Evaluation of the effectiveness of the joint process and the learning process of individuals and the whole group (due to professional development)
5. Application of the obtained results to joint educational tasks in the future

Ideally, co-curricular or co-curricular activities should encourage students to be more actively involved in their learning, to share and discuss their ideas, to participate in debates and discussions, and to learn different roles within the group. encourages them to play and internalize their learning.

Discussion and result. The formation of tolerance among students directly depends on the quality of

the communication process. Pedagogical dialogue can reveal all the hidden aspects of a student's personality, when both parties are highly active in the dialogue. So, what is communication? "Communication" is a Greek word that means "conversation", "interpersonal conversation" and "exchange of ideas", and appears in the conversation between two or more people. Communication is the most important professional tool of a teacher in his pedagogical activity. Pedagogical dialogue allows the teacher to create the most comfortable psychological environment for himself and students in class and extracurricular activities, and create a positive mental climate. Pedagogical dialogue means the skill, method and system of interaction between the teacher and the student youth team, its essence is to have an educational and educational effect on mutual information exchange, to achieve mutual understanding. Opening the bud of tolerance and strengthening its roots in the education of students and young people is considered a factor that determines the development not only of an individual, but also of society. "Tolerance" comes from the Latin word "tolerantia" which means "tolerance". to be relatively tolerant. The main goal of tolerance is tolerance for young students - bachelors, respect for representatives of other religions and nations, respect for their values, respect for national wealth, tolerance, tolerance, friendship, brotherhood, patriotism, generosity, loyalty, is to form the skills of looking at others with respect. Tolerance is defined in the National Encyclopedia of Uzbekistan as follows: "Tolerance is tolerant of the way of life, behavior, habits, feelings, opinions, ideas and beliefs of others." In the process of education and training, the role of the educational tools is incomparable in the education and training of young people, and the concept of tolerance includes tolerance, endurance, tolerance of other people's way of life, thinking, behavior, values, It includes concepts such as treating them with respect and not discriminating against others. Today, tolerance is very important. According to this, everyone is free to practice his faith. Everyone should recognize that others also have this right. Uzbekistan is a multinational country. Along with the Uzbeks, the main nation, more than a hundred nations and peoples with their own culture and traditions live here. In such conditions, the importance of the policy of achieving inter-national and inter-ethnic tolerance is extremely important in building a multi-ethnic integrated state.

In order to fully support tolerance, UNESCO adopted the "Declaration of Principles of Tolerance" on November 16, 1995. The attitude of tolerance towards the characteristics of different peoples, nationalities and religions in the society can be seen in the example of Uzbekistan. Forming the concepts of tolerance in students and young people in pedagogical processes is one of the most primary issues facing today's pedagogy. In the opinion of the petition, the emphasis on the quality of work aimed at strengthening the environment of tolerance shows the need to perfect tolerance in the education of the next generation. It should be emphasized that the process of forming the concepts of tolerance among young students is directly related not only to the professional skills of pedagogy, but also to the environment in which we grow. Rather, the successful implementation of this process is inextricably linked with the existence of an atmosphere of tolerance in the educational process and social life. The skill of the teacher is directly visible in professional and pedagogical activity. For this reason, he should be able to deeply understand the general nature of the pedagogical process, be aware of the laws that are of primary importance in this process, and be able to master the mechanisms of effective organization of pedagogical activity. Pedagogical skill of a pedagogue who is an active participant in the educational process is evidenced by his personality, work experience, civil status, his position as a specialist, sufficient mastery of pedagogical techniques, individuality of professional activity. The need for tolerance has not arisen today. Since ancient times, tolerance has been leading the policy of the kings who conquered many countries. For example, we can clearly see that the ideas of tolerance played a high role in the work of Abu Nasr Farabi, an eastern thinker. His "Treatise on the Ways to Happiness" ("Risola fit tarbih ala azareh as-saodat"), "Management of the City" ("As politika an-madaniyya"), "Book on War and Peaceful Life" ("Book fi maoyish wal-l khurub"), "Virtuous Behaviors" ("As-syarat al-fazil"), "Views of the People of the Virtuous City" and other works are important because of their rich principles of humanity and tolerance. Jadids, the

national progressive intellectuals of Turkestan at the end of the 19th century and the beginning of the 20th century, truly expressed the ideas of religious tolerance. Their prominent representatives - Mahmudhoja Behbudi, Abdurauf Fitrat, Munavvarkori Abdurashidkhanov and others - promoted the ideas of tolerance in their works and in their practical activities. For example, in A. Fitrat's works "Discussion" and "Stories of an Indian Tourist", the theme of religious and national tolerance is prominent. If pedagogical processes are enriched by the centuries of our great thinkers, the world of science, if deep meanings of tolerance are conveyed to students by skilled pedagogues, then a tolerant generation will be educated. After all, in all times there was a need for souls nourished by tolerance. Tolerance is of the first importance for all humanity and for an individual, and its importance in the field of inter-ethnic relations is incomparable.

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