

## Formation of Intercultural Tolerance on pupils in English classes

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### Abstract

This article highlights the pedagogical aspects of the formation of students' competencies of intercultural tolerance in English classes. In this article it is clearly shown how important is the intercultural tolerance of pupils for the country and for the world. Also, several guidelines, and methods are provided for developing student intercultural tolerance skills in English classes.

**Key words:** competence, intercultural tolerance, pedagogical tolerance, cultural literacy.

### I.Introduction

The world has been changed significantly over the past decade. Nowadays, linguistics and cultural skills are increasing. There are two reasons why we should consider cultural skills as part of language teaching: 1) the international status of English has become a code function for communication in various fields 2) globalization has opened up many new avenues for bringing nations closer together does. As a result, "peoples of different cultures are weaving their lives into the international fabric, which has begun to weaken due to restrictions and shortcomings in propaganda and communication"[1].

In addition to real information about a particular society that embraces culture, there is another concept that understands culture as a criterion in a society where people live and interact with each other. This includes cultural awareness, the qualities of successful interaction with other cultures, and the ability to communicate effectively with members of other cultures. This view requires the application of an intercultural perspective in language teaching, teaching and learning that involves more than the development of knowledge about other people and places. This means that engaging in intercultural communication requires both parties to accept the nature of the culture and the ways in which they interact in communication.

Consequently, this perspective should be seen as a means of teaching culture "to develop the customs, traditions and values of the culture of the people whose language is being studied, and empathy for them"[2].

### II. Materials and Methods

Culture has a major impact on the language learner and the learning process. Students in general tend to have a negative attitude towards a different culture and the language they are learning. Cultural literacy therefore means "improving oneself to have a more multifaceted and less selfish form" [3].

Teaching culture in close connection with a foreign language develops an understanding of other peoples' cultures and reduces conflicts. Through cultural awareness, teachers teach how to reduce the cultural differences of other peoples and the compromises between people. By focusing on the characteristics of folk culture that are important to

members of indigenous society, teachers can inform students that there is no high or low culture and that there are differences between peoples. The role of teachers is to stimulate students' interest in the culture of the people whose language is being studied and to help them organize the foreign language class as "not a place where language is taught, but a place where learning and interaction take place". [4]

"Foreign language" has great potential for shaping intercultural tolerance on pupils. A foreign language is a part of a multicultural environment at school, social and educational environment.

According to Kyrgyz scientists T.Kh. Akbarov, U.B. Orunbayev, in order to cultivate tolerance on pupils, it is necessary to perform the following tasks:

1. Explain to pupils from elementary school that people should be different, that they should be treated well.
2. Explain that everything has its own unique, valuable properties, so it should be treated with caution.
3. To teach oneself is not to consider the culture and way of life of one's own people superior to others.

Fostering tolerance in the younger generation includes:

- 1). Explain that everything in the world (continents, states, peoples, animals, plants, etc.) is different.
- 2). Explain that nations are different in race, religion, and way of life.
- 3). Explain that nations are different.
- 4). Tolerance and patience in dealing with uniqueness in people.
- 5). Educate citizens to live in mutual peace.
- 6). Educate young people to increase their sense of responsibility.
- 7). To cultivate in the younger generation such qualities as strengthening composure, tolerance, patience, endurance[5].

In 2 schools in the Tula region of Russia, Russian researcher Anastasia Kodokova conducted a survey in May 2012 of 104 students aged 14-17 on the following 5 questions[6].

- 1) Do you consider yourself tolerant?
- 2) Should we talk about tolerance in schools?
- 3) Did your attitude towards other nations change when you learned about them?
- 4) Do you think Russia is a multinational country?
- 5) Do you think that learning a foreign language helps us to know other cultures and make us more tolerant?

### **III.Results and Discussion**

The results showed that almost half of those surveyed believe that tolerance should be introduced in schools. However, he answered yes to question 1 because he did not understand the concept of tolerance well. In general, after classes, 80% of students reported that they considered themselves tolerant. More than half of the students said that foreign language classes teach them to learn other folk cultures and be more tolerant.

Therefore, course-related resources should be enriched with topics related to tolerance. Language teaching teaches to be aware of folk culture and teaching a foreign language teaches to be tolerant of other folk cultures. Foreign language teachers have the power to shape students' worldviews and students' values.

English language skills create important and necessary conditions for better adaptation, self-awareness and effective communication in today's globalizing world.

Lexical materials also provide opportunities to increase tolerance in foreign language lessons. Language and speech units, grammatical and lexical twists guarantee politeness, a calm, peaceful conversation style. Many English words and phrases express a cautious approach to a person's private life. The proverb "My home is my pen" reflects respect for personal, family life. All of this allows an English teacher to teach students to respect people, English culture and traditions, as well as good manners.

At the same time, the use of song materials in class is also an important tool in shaping intercultural tolerance in students. Starting a foreign language lesson with songs in English allows you to create an environment of English culture. When a certain song is played, it helps the children to get into that environment. The appropriate song for each holiday, opportunity, theme is explored. If songs are chosen that are easy to understand in terms of language, they are easy to understand. Students can learn a lot of songs throughout the school year (Jingle Bells, Silent Night, Night, etc.). Then it would be appropriate to study modern songs in high school (My heart will go on, I feel Good, What a wonderful world, etc.).

If a teacher lives among the people whose language is being studied and has experience communicating with those speakers, the emotional impact of the lesson will be even stronger. I have personally experienced what tolerance is. Unfortunately, traveling abroad is only possible for a small number of teachers for certain reasons.

Opportunities to develop tolerance in foreign language classes are included in the lexical material. Linguistic and speech units, grammatical and lexical expressions ensure politeness, calm and peaceful conversation. Many English words and phrases describe respect for a person's privacy, their privacy.

In addition, the Internet can also help build intercultural tolerance in students by selecting newspaper articles about youth in different countries and engaging students on the topic of peer relationships in different countries.

Also, the topic of mutual understanding of the younger generation affects the interests and emotional aspects of students, i.e. the novelty and relevance of the sources provided, the vocabulary of modern English, the presentation of the source on behalf of the author, etc.

At the same time, extracurricular activities play a positive role in all aspects of language learning. Halloween, Christmas, and St. Valentines Day are becoming more and more part of our lives. Students do not want to be left out and take an active part in organizing English-language celebrations at school. The purpose of such events is to expand

knowledge about the customs and traditions of English-speaking countries. , is to activate the skills and abilities of the students, thereby increasing their interest in the language.

#### **IV. Conclusion**

Thus, from the earliest days of communication with students, it is important to try to help them feel their importance and dignity. At the same time, dialogues should be held to help recognize the services of peers, create conditions for playing and reading together, build friendships, respect other children, develop communication skills, resolve conflicts constructively, and improve the ability to listen and hear the other. It is important to adopt the rules of English collaboration in the classroom, not to interrupt the speaker, to treat each other well, to support others, to treat others as they are, to respect the opinions of others, to use words that form tolerance in students

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