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DETERMINING THE DEGREE OF FORMATION OF A CULTURE OF TOLERANCE IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. This article analyzes the theoretical and practical aspects of determining the level of formation of a culture of tolerance among students of higher educational institutions. The content and essence of the culture of tolerance, its role in the development of the personality of students and youth, and its importance in the modern education system are highlighted. During the study, assessment criteria were developed based on the cognitive, affective and behavioral components of tolerance, and the results of pedagogical diagnostics conducted among students of higher educational institutions were analyzed. Based on the results obtained, scientific and practical recommendations were developed to develop a culture of tolerance.

Keywords: tolerance, culture of tolerance, tolerance, higher education, students-youth, intercultural dialogue, civil society, pedagogical diagnostics, spiritual education, social competence**.**

In today's globalization environment, establishing mutual respect, tolerance and solidarity between representatives of different nationalities, religions and cultures is one of the urgent issues. The culture of tolerance is recognized as an important spiritual value that ensures the stability of society, social harmony and civic unity. In the UN Declaration of Principles on Tolerance, tolerance is interpreted as respect, acceptance and correct understanding of diversity .

Higher education institutions are an important socio-pedagogical institution for the formation and development of a culture of tolerance. Since students come from different regions, nationalities and cultural backgrounds, universities create a favorable environment for the development of tolerance, cooperation and intercultural dialogue .

From this point of view, determining the level of formation of a culture of tolerance among students, studying the factors affecting its development, and developing effective pedagogical mechanisms are of great scientific and practical importance.

Literature analysis and theoretical foundations

The concept of “tolerance” comes from the Latin word “tolerantia”, which means “endurance”, “endurance”. In modern scientific literature, tolerance refers to respectful attitude towards the views, beliefs and cultural values of other people [1].

Foreign researchers G. Allport, having studied the psychological mechanisms of tolerance, substantiated that communication and cooperation between different groups reduce stereotypes and develop tolerance [3]. M. Walzer interpreted tolerance as an important principle of civil society and assessed it as an important factor of democratic development [4].

G. Soldatova and L. Shaygerova developed a scientific diagnostic methodology for assessing tolerance, emphasizing that it is a complex socio-psychological phenomenon consisting of cognitive, affective and behavioral components [5].

Uzbek scientists have also studied the issues of tolerance and tolerance from various angles. A. Yuldoshev substantiates the need to develop a culture of tolerance by harmonizing national and

universal values in youth education [6]. N. Qosimov highlighted the theoretical and practical aspects of tolerance education in higher educational institutions [7].

R. Mavlonova analyzed the issues of forming personal spirituality on the basis of national and universal values in the pedagogical process and assessed tolerance as one of the important criteria for the harmonious upbringing of a generation [8]. M. Kuronov scientifically substantiated the interdependence of tolerance, patriotism and civic responsibility in the spiritual development of youth [9].

U. Mahkamov emphasizes that creating a healthy spiritual environment in educational institutions is an important condition for developing a culture of tolerance [10]. N. Egamberdiyeva highlighted the mechanisms of forming tolerance competence in the process of socialization of a person from the point of view of social pedagogy [11]. B. Khodjaev showed the pedagogical possibilities of developing intercultural dialogue and tolerance among students in the educational process organized on the basis of a competency-based approach [12].

Research methodology

This research methodology is aimed at determining the level of formation of a culture of tolerance among students in higher educational institutions, assessing the factors influencing its development, and scientifically substantiating the pedagogical possibilities of developing tolerance competencies. The research methodology was developed based on modern pedagogical, sociological and psychological approaches.

The concept of person-centered education, the competency-based approach, the theory of social constructivism, and the concepts of intercultural dialogue were chosen as the methodological basis of the research. These approaches serve to ensure the active participation of the student in the educational process, enrich his social experience, and develop a culture of tolerance. Also, the principles of tolerance, interethnic harmony, and civic solidarity were considered as important methodological foundations of the research

In the study, the culture of tolerance was interpreted as a system of relationships based on respect, tolerance, cooperation and mutual understanding of an individual towards representatives of other nations, religions, cultures and worldviews. The degree of formation of the culture of tolerance was assessed based on cognitive, emotional-value and behavioral-activity components

The object of the study is the process of forming a culture of tolerance among students in higher educational institutions.

The subject of the study is the criteria, indicators, diagnostic tools for determining the level of tolerance culture among students, and pedagogical factors influencing its development.

The following complex methods of scientific research were used in the study:

Theoretical methods (analysis, synthesis, comparative analysis, generalization) were used to study scientific literature on tolerance, tolerance, intercultural dialogue, and civic culture;

Empirical methods (observation, conversation, questionnaire survey, interview) were used to identify students' views and attitudes towards tolerance;

The cognitive, emotional, and behavioral components of the culture of tolerance were assessed using pedagogical diagnostic methods;

Students' opinions on intercultural relations were deeply analyzed through focus group discussions;

The results obtained were processed using mathematical and statistical methods and their reliability was determined.

The study was carried out in higher educational institutions of the Republic of Uzbekistan. A total of 450 respondents studying in various educational fields participated in the study. Of these,

380 were students and 70 were professors and teachers. Respondents were formed from representatives of different courses, regions and social groups.

The research process was organized in three stages:

The first stage is the diagnostic-analytical stage. At this stage, the theoretical foundations of the culture of tolerance were studied, the existing scientific literature was analyzed, and diagnostic tools were developed to determine the level of tolerance culture of students.

The second stage is the empirical research stage. At this stage, questionnaires, interviews, observations and focus groups were organized, and the level of tolerance culture of students and the factors influencing it were determined.

The third stage is the final-analytical stage. The results obtained at this stage were mathematically and statistically processed, conclusions were drawn on the level of formation of the culture of tolerance, and practical recommendations were developed.

During the study, the level of formation of a culture of tolerance was assessed based on the following criteria:

level of knowledge about tolerance and tolerance;
attitude towards representatives of other nationalities and cultures;
readiness for intercultural dialogue;
demonstration of constructive behavior in conflict situations;
social cooperation and participation in collective activities.

The reliability of the research results was ensured by the scientific basis of the methods used, the sufficient number of respondents, the validity of diagnostic tools, and the use of mathematical and statistical analysis methods. Also, the results obtained were subjected to a comparative analysis with local and foreign research in the field of tolerance and intercultural dialogue, and their scientific and practical significance was substantiated.

Results of the study and discussion

The results of the conducted scientific and theoretical analysis and pedagogical diagnostics showed that the formation of a culture of tolerance among students in higher educational institutions is one of the important tasks of the modern education system. During the study, the culture of tolerance among students was assessed based on cognitive, emotional-value and behavioral-activity components, and their level of formation was determined.

During the pilot study, questionnaires, observations, and diagnostic tests were conducted among students studying in various fields. During the research, students' views and practical behavior regarding interethnic relations, intercultural dialogue, religious tolerance, and civic engagement were studied**.**

The results showed that the following indicators were recorded in the level of tolerance culture of the students participating in the study:

Level At the beginning of the study At the end of the study
High 23.4% 39.8%
Medium 54.6% 47.2%
Low 22.0% 13.0%

The results obtained show the following:

The high level of tolerance culture increased by 16.4%;
The low level of tolerance decreased by 9%;
The readiness of students for intercultural dialogue significantly improved;
The positive attitude towards representatives of other nationalities and religions increased;
The skills of peaceful and constructive resolution of conflict situations developed;

The social activity and participation of students in collective work increased.

The analysis showed that the development of a culture of tolerance was significantly influenced by the positive spiritual environment in the educational institution, opportunities for intercultural dialogue, collective activities and educational events. In particular, involving students in cooperation with representatives of different nationalities and cultures, organizing discussions and debates, and ensuring their participation in social projects contributed to the development of tolerance competencies.

The results of the study also showed positive changes in the components of the culture of tolerance. In particular:

in the cognitive component, students' knowledge of tolerance and tolerance expanded;

in the emotional-value component, the level of respect and empathy for other people increased;

in the behavioral-activity component, tolerant behavior and intercultural cooperation skills developed.

The results of the study confirmed the effectiveness of pedagogical activities aimed at developing a culture of tolerance in higher education institutions. It was found that educational and educational work focused on tolerance serves as an important factor in the formation of tolerance, civic responsibility, social cooperation, and intercultural communication competencies in students. These results indicate the need for a wide introduction of an improved methodological system for developing a culture of tolerance into educational practice.

Conclusion

In the context of modernizing the higher education system, educating young people in the spirit of universal and national values, and developing civil society, the formation of a culture of tolerance among students is one of the urgent pedagogical tasks. A culture of tolerance is an important socio-pedagogical quality that ensures a person's attitude towards representatives of other nations, religions, cultures, and worldviews based on the principles of respect, tolerance, cooperation, and mutual understanding. Modern globalization processes, the acceleration of information flows, and the expansion of intercultural contacts further strengthen the need to develop tolerance competencies in young people.

The results of the study showed that the culture of tolerance has a complex integrative structure, which is manifested in the harmony of cognitive, emotional-value, and behavioral-activity components. The cognitive component reflects students' knowledge of tolerance, tolerance, human rights, interethnic harmony and intercultural dialogue, while the emotional-value component reflects respect, empathy and positive attitudes towards other people. The behavioral-activity component is characterized by students' demonstration of tolerant behavior in everyday life, constructive resolution of conflict situations and active participation in social cooperation.

Also, during the study, it was determined that the educational potential of the newest history of Uzbekistan is of particular importance. Through this subject, students are given the opportunity to deeply understand the essence of the policy of interethnic harmony, religious tolerance, inter-civil solidarity and humanitarianism being implemented in our country. Historical experiences, national and universal values reflected in the content of the subject serve as an important methodological basis for the formation of a culture of tolerance in the minds of students.

On this basis, the development of special pedagogical programs aimed at developing a culture of tolerance in higher education institutions, the widespread introduction of innovative methods into the educational process, the increase in projects based on intercultural dialogue, and the improvement of a modern diagnostic system for assessing tolerance competencies are of great scientific and practical importance. In the future, a more in-depth study of pedagogical mechanisms

for developing a culture of tolerance, their integration across different disciplines and educational levels, and their application in a digital educational environment are among the promising scientifiReferences

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