



## ACTIVATION OF INNOVATIVE ACTIVITIES OF TEACHER IN NATIONAL EDUCATION OF TOLERANCE IN STUDENTS

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**Аннотация:** в данной статье раскрыты некоторые особенности национального воспитания учащихся в современных условиях.

**Ключевые слова:** инновация, учитель, ученик, деятельность, национальное воспитание, развитие, совершенствование.

**Annotation:** this article reveals some features of national education of students in modern conditions.

**Key words:** innovation, teacher, student, activity, national education, development, improvement.

The modern world is multipolar and in this regard, special requirements are imposed on the education of each individual. This process is long and does not always immediately give its positive result. After all, the younger generation, like a "sponge", absorbs both positive and negative, not being able to thoroughly understand the information presented to them from the Internet. That is why, in our opinion, it is very important, especially now, to pay attention to the national education of tolerance in schoolchildren. This process should be organized taking into account the national characteristics of the people living in our country. In this process, the role of the teacher is very significant, whose status is legislatively enshrined in the Law of the Republic of Uzbekistan No. ZRU-901 "On the Status of a Teacher" dated February 1, 2024 [1]. The socio-psychological determinant of development and didactic conditions for the optimal interaction of peoples and ethnic groups of the republic living with them, forming tolerance in schoolchildren, include: educational means of ethnopedagogy; national traditions, holidays; pedagogical and psychological ideas embedded in the knowledge of the peoples of the region; centuries-old experience of assimilation of knowledge and skills of the peoples of the region; religious culture.

The mechanisms of formation of tolerance in students in the process of studying academic subjects that impart knowledge and skills to schoolchildren are reduced to the use of ethnopedagogical situations in lessons of social and humanitarian academic disciplines aimed at humanization and humanitarization of education aimed at formation of tolerance in schoolchildren; to systematic implementation of non-traditional types of lessons containing innovative ideas that promote modern views on the study of traditional material provided for in curricula and State Educational Standards; pedagogical innovations based on ethnopedagogy, implemented in lessons; to integrated lessons in academic disciplines that develop creative thinking of students and promote formation of tolerance; organization of excursions, expeditions; involvement of students in scientific research work; creation of centers for schoolchildren that introduce them to the national traditions of the republic.

The principles of the conceptual foundations for the development of tolerance in schoolchildren are reduced to the following statements: the need to integrate natural science and humanities subjects with national components; the construction of educational programs taking into account the law of proximity of the content of the topic to the interests of students, i.e. the transition from the close to the distant, the unknown, from the native threshold to other regions and countries; the obligation of the spiritual development of the

student on the basis of national culture, readiness to perceive the culture of the world; taking into account the native language as the basis for the development of the spirituality and intellect of the student; the formation of the emotional sphere and the development of a creative personality; taking into account national traditions and universal human values. The conceptual foundations for developing tolerance in schoolchildren in a multicultural educational environment include: tolerant thinking of a student as an intellectual form of worldview, its cognitive foundation, the ability of a teacher to equip students with knowledge and skills that develop tolerance in them, to be a mentor with the help of whom schoolchildren consciously study the traditions and customs of the peoples of the republic; to involve schoolchildren in the educational process and help them develop positive moral and ethical qualities such as responsibility, independence, the ability to worry about their country, spirituality, religious culture containing the commandments of mercy, responsibility to the people, respectful attitude towards elders, parents, relatives and neighbors. In the course of our dissertation research, the following motives for developing tolerance in schoolchildren were identified. These are: continuous expansion of knowledge on the substrate of folk pedagogy with the inclusion of elements of national traditions and customs; understanding and assessing the problems existing in society based on the emotional and value orientations of world culture with support from the study of national culture - folklore (dastans, sayings, proverbs, baits), architectural and religious monuments (mosques, cathedrals, chapels), cultural monuments (museums, parks, theaters, concert halls). Barriers that hinder the formation of tolerance in schoolchildren are: a low level of knowledge of the basics of spiritual culture by schoolchildren and weak formation of spiritual and moral qualities of students.

The new paradigm of ethnic and universal human relations presupposes reliance in the educational process on the national policy of the state, based on the spiritual heritage of the peoples of the republic and the progressive traditions of world cultures, since the mobility of any ethnic community in conditions of sovereignty depends not so much on its numbers as on the continuity of culture of generations, efforts at spiritual revival, restoration of true history, on a sense of national pride.

The provisions developed by the author have their practical value not only for general secondary schools of the Republic of Uzbekistan, but also for schools of the Central Asian region, since in the process of experimental work the practical value of using educational and methodological materials containing ethnic motives, ethnopedagogical knowledge, national traditions that have absorbed centuries of experience not only of the Uzbek, but also of other peoples of the region has been proven.

The implementation of the research results in practice is as follows: the criteria for the formation of tolerance in students have been studied and substantiated, pedagogical conditions for the formation of tolerance based on national traditions have been identified and defined, criteria for the formation of tolerance have been developed, tested and implemented at school (in lessons and in extracurricular activities), which is reflected in the recommendation for the selection of material, content and mechanisms for the use of national traditions in the educational process, in monographs, scientific and methodological manuals, methodological recommendations and scientific articles [2]. In addition, the study examined: the history of the emergence of the concept of "tolerance" and its main aspects (tolerant behavior, cooperation, coordination, partnership); the methodology of step-by-step formation of tolerance in the educational process of the school using innovative forms of work with students, parents, public organizations, mahalla. Conceptual and theoretical approaches to the study of issues of forming tolerance in schoolchildren. The age concept as a methodological basis for a scientific approach to the study of this problem. Theoretical model of personality and its interaction with the systems of state structure of the republic. Tolerance as a form of manifestation of the ethnic essence and pedagogical culture of the people. The role and place of national traditions in the formation of tolerance of the younger generation. Ways and means of using national traditions in the system of educational work of a general secondary school. Practical recommendations are reduced to the effective use of national traditions in the work of the general secondary school, providing pedagogical conditions for the education of schoolchildren on national traditions using the heritage of ethnopedagogy in modern school practice and pedagogical science, containing effective techniques and educational ideas that have an effective influence on the formation of tolerance in students.

Basic provisions for activating the innovative activity of the teacher in the national education of tolerance in students:

1. The content, structure and conditions of lessons and extracurricular activities based on national traditions

activate the cognitive interests of students in terms of their own history, culture, traditions, contribute to their harmonious development, arm them with the necessary knowledge and skills in the field of spiritual culture, ensure readiness for a respectful attitude towards each other, towards teachers, parents, elders, and against this background, tolerance is formed.

2. The pedagogical conditions for the formation of tolerance in students, innovative methods, and spiritual enrichment carried out in the process of mastering universal and national traditions against the background of the motivation of moral qualities embedded in them, substantiated in the dissertation, ensure the humanization of education and, as a consequence, tolerance.

3. The developed special methodology, forms, and methods of organizational class and extracurricular work, based on the emotional mood of students on moral ideals, activate their knowledge and contribute to the effective formation of spiritual culture.

4. A model of a student with a formed culture of tolerance, indicators that allow us to determine the general personal development of the student, including his tolerance.

Thus, the process of activating the innovative activity of the teacher in the national education of tolerance in students is multifaceted and very important in the modern conditions of schoolchildren's education.

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