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**PEDAGOGICAL AND PSYCHOLOGICAL POSSIBILITIES OF DEVELOPING  
THE CULTURE OF TOLERANCE IN FUTURE BIOLOGY TEACHERS**

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**Annotation**

For the practical solution of the problem of building tolerance in the world, the field of education is considered to be of strategic importance. In particular, arousing interest in the problem of tolerance is defined as the most urgent task of the educational system - at the level of one's own society and at the international level. In itself, such a global problem requires the efforts of pedagogic educational institutions in cooperation with educational management bodies, parents, and public representatives to educate tolerance in human relations.

**Keywords:** future biology teachers, tolerance, culture of tolerance, pedagogical and psychological possibilities of development, etc.

**Introduction**

The attitude of tolerance towards the peculiarities of different peoples, nationalities and religions is especially recognized in our republic. In order to assess professional and interpersonal communication as tolerance, it is advisable to consider many factors, which is due to the complexity of the concept of “communication”. The culture of tolerance of an educator is centered on a person and is considered the ideal of human cultures. In this context, E. V. Bondarevskaya interprets “freedom, humanity, spirituality, creativity, flexibility, integrity” as an integral part of the culture of pedagogical tolerance in modern conditions, indicating several components that characterize it as the goal of personality-oriented education. Tolerance-intolerance relations are described in relation to the consideration of various aspects of communication. Although the main relationship is recognized, it is important in communication to recognize that the individual, specific characteristics of the partner are different. Pedagogical tolerance is manifested in how patient and purposeful the teacher is in the implementation of his plans, how self-control can be achieved and self-control is inherent in him even in exciting (stressful) situations, how much he can control himself in the conditions of negative emotional impact of other people. The development of pedagogical tolerance helps to establish harmonious relations with students, their parents, colleagues, the world in atof as a whole, and creates conditions for the implementation of emotional stability, good

psychological well-being, long-term professional indicators without changes and emotional fatigue.

Pedagogical tolerance indicators include: - humanitarian views of the teacher in relations with students based on the principles of trust, respect, understanding; - the relationship of the teacher in high-level interaction; - the presence of strong-willed qualities (self-control, self-regulation, self-control) ; - lack of emotional tension and restraint that leads to arousal, imbalance; - flexibility of independent thinking and behavior; - consists of the likes of communication skills. Based on the analysis of the entire system of interaction relations, such important concepts as: subjects of tolerance and intolerance are determined. It was considered an important task to characterize non-intolerant pedagogical communication in educational institutions and to iavsify the relationship of tolerance / intolerance criteria.

In studying the problems of intolerance communication, the directions of studying the individual from the point of view of cultural psychological, historical psychological and ethnopsychological environment were formed. It is important that there are cultural determinants of intolerance methods of communication.

Intolerance is cultural and historical factors of pedagogical communication. Intolerance communication means the following: communication or both partners are the subject of intolerance communication, one or both partners with different levels of competence ignore the needs of the other, demonstrate mutual misunderstanding, and prevent the achievement of communication goals understood. As a result, one or both partners experience intense emotional experiences. The most common cases of interaction are "restriction", "rejection", "accusation", "insult". Intolerance cultural and historical factors of pedagogical communication. Intolerance communication means the following: communication or both partners are the subject of intolerance communication, one or both partners with different levels of competence ignore the needs of the other, demonstrate mutual misunderstanding, and prevent the achievement of communication goals understood. As a result, one or both partners experience intense emotional experiences. The most common cases of interaction are "restriction", "rejection", "accusation", "insult".

In order to understand the causes of intolerance in modern pedagogical communication, some (and finally, among the teachers of higher and general secondary schools in our country, the majority of people who lived during the former union) explain the behavior model of our multi-ethnic compatriots in communication. it is appropriate to take into account social psychological characteristics.

These specific features include, first of all, alterity (deindividualization), a change in one's own mental processes (depersonalization), a change in the system of human relations with the surrounding world, which " "others" leads to the fact that a person in a situation of meeting

may not feel his personal responsibility. Especially important is the fact that such individuals do not focus on understanding their own and other people's culture, values, stories, that is, on accepting or rejecting external attributes (clothing, speech, lifestyle elements, etc.) . A person experiencing a change in his mental processes finds his partner's thoughts, feelings, desires, interests, and hopes in a cooperative dialogue. Such people do not develop justification of their behavior in communication, decision-making in the process of interaction, etc., as a result, they are highly valued in communication, including pedagogically, and make it effective.

At this point, we will touch upon the dialogue of pedagogical tolerance. Empathy (understanding) is an integral characteristic of a person as a communication subject. Empathy (understanding) is the ability to sympathize, cooperate, take the place of another person, penetrate into his inner world, recognize his situation and relationships. It is such a relationship that helps to establish interpersonal relationships in which personality quality is optimal for communication. Intolerance refers to a "loss of empathy (understanding)" in an interactional situation. This kind of collaborative communication has a protective function for your partner: it helps you avoid a traumatic emotional experience.

Based on the analysis of works devoted to interpersonal, business, pedagogical communication, the following characteristics of the subjects of intolerance and tolerance pedagogical communication were highlighted.

The subject of intolerance is the subject of intolerance, which does not recognize his (in this case, the student) freedom, individuality, values, strives to dominate him, and in the objective sense shows hostility towards him, enmity. .

It shows a lack of understanding of such a subject, an incorrect assessment of opportunities, interests, needs - both of oneself and of one's partner, and can cause a violation of the real state of things. He is distinguished by braggadocio, arrogance, self-centeredness, as a result, he often underestimates himself. The student perceives such a teacher as self-confident, demanding, notes his lack of interest in others, hostility and desire to dominate.

Communication is a human need as a social, conscious being, as a carrier of consciousness. We observe the separation of various higher animal and human lifestyles into two sides: relations with nature and relations with living creatures. The first type of communication is called activity as a special type of human activity. The second type of communication is determined by the fact that the parties interacting with each other are living beings that exchange information. Such communication within and between species is called communication.

There are different definitions of the concept of "communication". Communication is defined as the interaction between two or more people in the exchange of information that has a cognitive or affective-evaluative nature. Or: communication is a complex, wide-ranging

process of establishing and developing relationships arising from the need for cooperation between people and consisting of information exchange, development of a unique way of interaction, perception and understanding of another person. process. This is the most complete and clear definition of the concept of "communication".

Communication is characteristic of all living creatures, but at the human level it has the most advanced forms, it is realized through speech. The following points of view are distinguished in communication: content, purpose and means.

Intolerance is the main set of interactions between the subject of communication - the teacher, in particular, the communication partner - the student, as follows: hostility, mistrust, suspicion, hatred, antipathy, negativism, rejection, aggression, alienation, distance, indifference, can be described by indifference, dominance, suppression, power, control.

Tolerance is a communication subject to another through a set of relationships such as: sympathy, trust, acceptance, tolerance, interest, attention, emotional closeness, approval, respect, support, submission. can be described.

Relationship between communication quality and teacher's professional change. V.A.Bodrov, Ye.F.Zeer, Ye.A.Klimov, A.K.Markova, L.V.Mitina and other such scientists emphasize in the existing concepts of professional development of the individual that it is carried out simultaneously with personal gains and losses.

Difficulties in professional and entrepreneurial communication are accumulated during the repetition of certain activities for many years and can be negatively manifested in the generation of forty-year-old (and older) managers, teachers, doctors, military, policemen, social workers. etc. may be caused by changes.

Most researchers consider professional changes as changes in personal qualities and characteristics (perception stereotypes, value orientations, character, communication and behavior methods) under the influence of a certain professional activity [ Denisova A.A.; Labunskaya V.A.; 7; 9].

Knowledge of possible professional changes (both your own and your communication partner's) and consideration of them is important for choosing a suitable communication strategy and tactics. An attempt is made to review the professional changes of teachers and evaluate their impact on communication efficiency.

The problem of professional change of teachers has received the greatest development in psychology, although it has the experience of using an interdisciplinary approach. Ye.V.Bondarevskaya, I.F.Isaev, V.A.Slastenin and other such modern pedagogic scientists are considered to be scientists who studied the laws of the development of the teacher's personality in their research. Diagnostic tools for identifying changes in the professional activity of teachers have been developed, typical professional changes of teachers are being studied and

systematized, models of complex rehabilitation centers aimed at overcoming professional and pedagogical changes for teachers have been created, psychological teachers support for professional activities is discussed.

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