



THE CONTENT OF DEVELOPMENT OF A CULTURE OF STUDENTS' COMMUNICATION IN THE CONTEXT OF THE ACTIVATION OF ETHNIC – CULTURAL RELATIONS AND TOLERANCE (ON EXAMPLE OF ENGLISH LANGUAGE)

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ABSTRACT

Relevance. Humanity as a whole and practically every nation individually have gone through painful and severe socio-economic trials, world wars, conflicts on interethnic and inter-confessional grounds, international terrorism. Similar cataclysms continue today. Against this background, interethnic relations often become an unsuccessful part of social reality. National outbreaks of xenophobia, fascism, fanaticism and fundamentalism in the North Caucasus, Central Asia, ethnic violence, the growth of separatism and national extremism are a direct threat to the country's security and cannot but make one think about the causes of conflicts

Aim. The upbringing of a culture of interethnic communication involves the formation of students' attitudes of ethno-tolerant consciousness and behavior, religious tolerance and love of peace. Consent, respect for the foreign, mercy, mutual understanding, mutual support, benevolence are important criteria for ethno-tolerant behavior.

Research methods. To solve the set tasks and test the hypothesis put forward, a complex of research methods was used in the work, including a theoretical analysis of the philosophical, psychological-pedagogical, ethnopedagogical, ethnopsychological, ethnographic, sociological, methodological literature of domestic and foreign authors; study of advanced pedagogical experience, normative documents and products of educational activities of students; analysis of programs and teaching aids; sociological methods (interviewing, questioning, conversation); diagnostic methods (testing, mutual evaluation method, analysis of the emotional-evaluative orientation of auto- and heterostereotypes); direct and indirect observation; modeling, pedagogical experiment, methods of mathematical statistics.

Results. The experimental base of the research was the base of the Tashkent Pedagogical University named after Nizami. The experiment involved 160 1-year students.

Conclusions. The results of the control and generalizing experiment demonstrated the effectiveness of the scientific and practical recommendations proposed in this study.

Keywords: English, HEU students, interethnic communication, social network, tolerance

I. INTRODUCTION

The relevance of research. In the 20th century, humanity as a whole and practically every nation individually went through painful and severe socio-economic trials, world wars, conflicts on interethnic and inter-confessional grounds, and international terrorism. Similar cataclysms continue today. Against this background, interethnic relations often become an unsuccessful part of social reality. National outbreaks of xenophobia, fascism, fanaticism and fundamentalism in the North Caucasus, Central Asia, ethnic violence, the growth of separatism and national extremism are a direct threat to the country's security and cannot but make one think about the causes of conflicts

In modern conditions, ethnic processes have a pronounced contradictory character: along with centrifugal forces, centripetal tendencies can also be distinguished in them - the desire to unite nations and ethnic groups in a common human living space. Integration processes in the life of a multinational society are strengthening, interethnic and international contacts are expanding, and active international exchanges are underway.

Intensive interethnic and intercultural integration while maintaining the autonomy and uniqueness of each ethnic group and each culture is one of the prerequisites for overcoming global crisis collisions. The success of the unity of peoples for solving such global universal human problems as ensuring peace and stability, environmental security, health and self-preservation, economic development and well-being for all peoples of the planet directly depends on the correct and timely solution of large-scale problems of interethnic communication.

The complex changes taking place in the world impose special requirements on the field of education, updating its goals, content and forms. In this contradictory situation, the education system plays the role of a stabilizing factor and is a guarantor of revival. Integrative processes in the socio-economic and political spheres of modern society have determined the need to prepare students for life in a democratic, multinational and multicultural society.

The realities of the diversity of cultures on our planet and their global interdependence determine the need to understand the importance of familiarizing the younger generation with the values of world culture and culture of their people, thereby developing students' ability to understand and appreciate the culture of other peoples, educating young people in the spirit of mutual respect, ethnocultural tolerance, equality and the equality of

all nations and nationalities, which is concretely embodied in the process of interethnic communication.

II. METHODOLOGY

The upbringing of a culture of interethnic communication involves the formation of students' attitudes of ethno-tolerant consciousness and behavior, religious tolerance and love of peace. Consent, respect for the foreign, mercy, mutual understanding, mutual support, benevolence are important criteria for ethno-tolerant behavior.

The object of the research is the process of developing a culture of communication among students in English.

The subject of the research is the content of pedagogical activity, forms, methods and technologies aimed at developing a culture of communication among students in English.

III. LITERATURE SURVEY

Scientists M.V.Andryunina [1], E.B.Batrakova [2], Berlits [3], M.V. Davydov [4], N.D.Galskova [5], N.I.Geiz [5], Gouin Francois [6], P.B.Gurvich [7], Z.T.Hasanov [8], R.I.Kadiyeva [10], M.R.Kadiyeva [11], M.S.Kagan [12], E.G.Kashina [13], O.M.Kazartseva [14], I.L.Kolesnikova [15], A.T.Nurmanov [16], Palmer Harold [17], S. Shirmatov [22], Sweet Henry [23], E.A.Tenyakova [24], G.N. Volkov [25], E.N.Voronova [26], N.R.Rustamova [18, 19, 20, 21] and others in their scientific and methodological works investigated the problems of effective teaching foreign languages, improving the professional qualities of English teachers, improving the methods of teaching English, organization of interpersonal communication, the manifestation of the culture of communication in this process, compliance with the necessary rules in the communication process.

IV. THEORY

Thus, the relevance of the study research is due to the urgent need to improve the methods and forms of educational work to form a culture of interethnic communication in the context of geopolitical and socio-economic changes in the multicultural world at the present stage of human development [9].

Among the many subjects studied in a secondary school, the discipline that is designed to prepare students for intercultural interaction, to form a culture of interethnic communication in them, is undoubtedly "Foreign language".

Since the beginning of the 60s of the XX century, a new understanding of the goals of teaching foreign languages began to form in many countries, and the goals of teaching a foreign language as a means of communication began to be put forward in the first place. At the same time, the attention of specialists was focused on the fact that the criterion of language knowledge

cannot be determined and limited only by the level of proficiency in the language code used in the communication process. The trainees should purposefully develop the skills of communication with native speakers of a foreign language, since it turned out that it is impossible to completely transfer the skills of communication with compatriots to communication with foreigners due to the fact that the rules of communication in any culture contain irrational, ritualized elements that have national cultural specificity.

In modern conditions, the secondary general education school is faced with the task of teaching a language in indissoluble unity with the world and culture of the peoples who speak these languages. Foreign languages are called upon to serve the interaction of countries in the spirit of dialogue of cultures, humanization of intercultural relations. Academician L. V. Shcherba wrote: "Nothing educates in the spirit of national solidarity like learning a foreign language" [215, 52]. A foreign language as an academic subject has a huge developmental and educational potential. Teaching a foreign language is seen as one of the priority areas for the modernization of school education. In connection with the reassessment of the role of a foreign language in the process of teaching it, significant adjustments are made to ensure the implementation of educational and educational functions.

One of the main functions of the senior stage of education in the education system is to prepare graduates for life and work in a modern post-industrial multicultural society, to promote their social adaptation to the conditions of a constantly changing world. With regard to the discipline "Foreign language", the final stage of training is characterized by the fact that students consolidate and improve the knowledge, abilities and skills acquired by them in the previous period. The fact that students have certain knowledge, skills and abilities in a foreign language provides the teacher with the opportunity to widely apply a variety of educational material, including authentic texts, audio and video films, for the implementation of educational and educational tasks.

The usual student age is a period of civil formation of a person, his social self-determination, active inclusion in public life, the formation of the spiritual qualities of a citizen and a patriot. It is characterized by the formation of a worldview, the strengthening of the role of moral convictions, moral consciousness. At this age stage, the ability to choose the correct line of behavior in various conditions and circumstances is formed, the need to act, act in accordance with one's moral principles and rules, and consciously be guided by them in behavior. For the formation of stable views and beliefs on the culture of interethnic communication, a certain degree of moral, intellectual, mental maturity is necessary, which students, to one degree or another, reach only at an ordinary student age.

A foreign language, like no other subject, is capable of instilling in students respect for people of other nationalities, tolerance for dissent, and develop their intercultural communication skills. The reality of today is that our students live in a post-industrial multicultural society, they have and will have to communicate with representatives of different nationalities, both within our country and abroad.

Thus, a contradiction arises between the need to form a culture of interethnic communication in students and the insufficient development in pedagogical science of the ways of its implementation in the educational process, the lack of special research on its formation in the process of teaching a foreign language.

Taking into account the identified contradictions, the research problem was formulated: what are the pedagogical conditions that ensure the most effective formation of a culture of interethnic communication among students in the process of teaching a foreign language?

The purpose of our research is to identify and substantiate the pedagogical conditions for the most effective formation of the culture of interethnic communication among students in the process of teaching a foreign language. The lack of development of this problem, its relevance determined the choice of the topic of the research: "Formation of a culture of interethnic communication among students in the process of teaching a foreign language using social networks."

The object of the research is the process of forming a culture of interethnic communication in a modern secondary school.

The subject of the research is the pedagogical conditions for the formation of a culture of interethnic communication among students in the process of teaching a foreign language.

In accordance with the problem, purpose, object, subject and hypothesis of the research, the following tasks were set:

1. To clarify the essence of the concept of "culture of interethnic communication", identifying its content-relevant structural components.
- 2 To develop and test a model of the process of forming a culture of interethnic communication among students when teaching a foreign language.
3. Theoretically reveal and experimentally substantiate the pedagogical conditions for the formation of a culture of interethnic communication among students in the process of teaching a foreign language.
4. To develop scientific and methodological recommendations for the formation of a culture of interethnic communication among students in the process of teaching a foreign language.

V. EXPERIMENTAL RESULTS AND DISCUSSION

Research methods. To solve the set tasks and test the hypothesis put forward, a complex of research methods was used in the work, including a theoretical analysis of the philosophical, psychological-pedagogical, ethnopedagogical, ethnopsychological, ethnographic, sociological, methodological literature of domestic and foreign authors; study of advanced pedagogical experience, normative documents and products of educational activities of students; analysis of programs and teaching aids; sociological methods (interviewing, questioning, conversation); diagnostic methods (testing, mutual evaluation method, analysis of the emotional-evaluative orientation of auto- and heterostereotypes); direct and indirect observation; modeling, pedagogical experiment, methods of mathematical statistics.

The experimental base of the research was the base of the Tashkent Pedagogical University named after Nizami. The experiment involved 160 1-year students.

The research program included the following stages:

Stage 1 - search and theoretical work devoted to the study of the state of the problem, the analysis of the philosophical, psychological, pedagogical, ethnopedagogical, ethnopsychological, ethnographic, sociological, methodological literature on the research topic, the development and concretization of the conceptual apparatus, the definition of the theoretical concept of research, the compilation of an optional program for the formation culture of interethnic communication among students, drawing up a program of experimental work, conducting an ascertaining experiment.

Stage 2 - an experimental study associated with conducting a formative experiment, scientific substantiation and approbation of the developed model of the process of forming a culture of interethnic communication by means of a foreign language, clarifying the pedagogical conditions that make it possible to increase the effectiveness of the process of forming a culture of interethnic communication among students.

Stage 3 - qualitative and quantitative processing of experimental material, analysis, systematization and generalization of research results, formulation of the main theoretical conclusions and scientific and methodological recommendations.

The theoretical significance of the research lies in the fact that its results complement and introduce new elements into the existing concepts and theories of student personality formation. It analyzes the resources of the "Foreign language" discipline for the formation of a culture of interethnic communication among students, reveals the ethnopedagogical potential of this discipline. The results of the study expand scientific ideas about the possibility of forming a culture of interethnic communication among students in the process of teaching a foreign language.

The practical significance of the study is determined by the fact that the use of its results contributes to the improvement of students' communication with representatives of other nationalities. Specific guidelines have been developed for the formation of a culture of interethnic communication in the process of teaching the main types of speech activity in foreign language lessons, which can be used by teachers of foreign languages in secondary schools. Selected educational text material of educational content for the formation of a culture of interethnic communication among students. The program of the optional course "English and the culture of interethnic communication in social networks" and methodological recommendations to it, as well as a teaching aid on the use of text material to form a culture of interethnic communication among students "Let's Read and Speak about Tolerance" (on tolerance). A study guide has been published, which is a collection of original English songs with methodological instructions on the use of songs in the formation of a culture of interethnic communication among students in teaching English. The research materials can be useful not only for teachers of foreign languages, but also for all specialists (teachers, psychologists, educators, etc.) whose professional activities are in one way or another related to communication in a multicultural (polyethnic) environment. The theoretical provisions of the study can be used in the preparation of curricula and manuals on the English language for students of national universities, considering the national-regional component, which is designed to play a significant role in the formation of a culture of interethnic communication.

The reliability of the research results is provided by the methodological substantiation of the starting points, the use of a set of research methods adequate to its object, goals, objectives and logic, the analysis of special literature on the chosen topic, the representativeness of experimental data, questionnaire methods, a combination of quantitative and qualitative material, the possibility of repeating the experimental program.

VI. FINDINGS:

1. The culture of interethnic communication is a highly developed personality's ability to interact with representatives of other nationalities in accordance with the norms and rules that have historically developed in the foreign culture, on the basis of mastering communicative-speech, linguistic and socio-cultural knowledge and education of the moral and emotional sphere, which is understood as the ability individual to empathy, ethno-cultural tolerance, combined with a sense of national dignity, respect for the originality and uniqueness of other cultures, the desire to participate in the dialogue of cultures.
2. Organization of the process of forming a culture of interethnic communication among students in their teaching a foreign language on the basis of the model developed by us, which is a set of interrelated structural components - the goal, objectives, principles, areas of communication,

content, main areas of work, forms, methods, means allows to raise the level of the culture of interethnic communication among students.

3. The main and sufficient pedagogical conditions contributing to an increase in the level of the culture of interethnic communication among students are:

- building the process of forming a culture of interethnic communication on the principles of ethno-cultural tolerance, respect for the originality and uniqueness of each culture;
- ensuring the unity of training and education, educational and extracurricular work;
- creation of a favorable moral and psychological environment conducive to the activity of the students themselves, their desire to communicate;
- ethno-pedagogization of the process of teaching a foreign language;
- strengthening the communicative and socio-cultural orientation of foreign language lessons; conducting classes in the dialogue of cultures of English-speaking countries;
- organization of speech activity in the classroom, ensuring active discussion and emotional experience of students of interethnic problems;
- introduction into the educational process of the optional course "English and the culture of interethnic communication in social networks";
- the use of text material that has educational value in terms of the formation of stable views and beliefs on the culture of interethnic communication;
- using the educational potential of speech etiquette in a foreign language.

VII. RECOMMENDATIONS AND CONCLUSION

Questionnaires and conversations with university teachers showed that teachers spend most of their time solving educational problems, while educational tasks, in particular, fostering humanity and ethnocultural tolerance in the context of social networks, are not given due attention.

A survey of junior students revealed the insufficiency and superficiality of communicative-speech, socio-cultural and linguistic knowledge of students, poor knowledge of the ethnic and cultural specifics of speech and non-speech behavior in a foreign language environment, instability of students' observance of communicative principles and rules.

In the course of the experimental work, training in the experimental group was carried out using the author's educational material, with the allocation of a significant share of the study time to the study of the culture of the countries of native speakers in comparison with the Uzbek and English culture. Particular attention was paid to ethnopedagogization of the process

of teaching a foreign language, strengthening the communicative orientation of the lesson, using the educational potential of speech etiquette in a foreign language, working with students during the optional course "English and the culture of interethnic communication in social networks." All this led to the intended results - the level of all components of the culture of interethnic communication significantly increased among the students of the experimental group, while in the control group the changes were insignificant.

The results of the control and generalizing experiment demonstrated the effectiveness of the scientific and practical recommendations proposed in this study.

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