

PROBLEMS OF NURTURING A CULTURE OF TOLERANCE

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ABSTRACT

From a young age, a person should respect someone's dignity, be able to play qinstead, and die sympathetic b. Therefore, younger students should teach thebasics of some accuracy toward each other.

Diversity of child space opens up the only realistic opportunity for the success of the process of nurturing threeambitons when it is incorporated into the educational institution's general educational activities system. No matter how unique this process may be, no matter how unique its functions and content, factors and technologies are, it is incompatible with this system, experiences its own impact, and affects itself. Their common human and social background, general circumstances and conditions - the school.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. With the greatest efficiency, the process of forming children's positions of integrity is carried out within the humanistic education system of a secondary school of relationships arising in the process of intercultural communication.

It should be noted that the development of a child occurs in the process of living (in the V.P.ga of Bederhanova), namely, by integrating it into a system of certain values, relationships, cultural patterns, and directly integrating it into nature, art, and various fields of activity in the process of communicating with one another and with adults. (See Appendix 2 "Creating Conditions for Fostering the Environment in the Classroom to Educate attitudes toward the Mind of Tolerance").

But meeting another culture doesn't have to lead to positive changes in the mind of the reader by itself. It is very important that a child move from knowing another culture and trying to understand another culture to understanding the problematic nature of his own understanding of other cultures. The teacher should overeat his doubts about the adequacy of his concept. This step is very important. This makes him for the first time seek his own perception of other cultures, revealing the social stereotypes that have so far been q-killed. He understands to the reader this source of misunderstanding—a different logic of thinking.

Schoolchildren's understanding of the problematic nature of understanding other cultures is a prerequisite for organizing group communication about the next phase of the teacher - another culture in different forms. It is important that the guys here focus on finding the similarities between different cultures, not their differences. Let him know that b dies above showing, understanding, justifying, evaluating and condemning, not their negative aspects, but their pros.

Finally, the teacher organizes students' understanding of their movements, feelings, and positions in the process of intercultural communication, helping to express them in oral form, design, artistic and aesthetic activities.

Along with the main activities involved in the gradual development of intercultural communication and transforming it into a child's internal communication, the teacher organizes

and conducts additional, auxiliary - psychological-pedagogical training. They are aimed at helping a child acquire group communication skills, critical thinking abilities, knowledge in the field of culture, national relations.

The program focuses on the experience of elementary school teachers who started the 40th class of FarGhana to organize extracurricular activities to nurture the culture of poverty applied to the learning process of the elementary school.

The goal is to develop a culture of pre-grain in elementary school students.

Vazifalar:

Introducing children to the principle of respect for the human dignity of all people without exception: everyone is a unique person.

Create conditions for implementing the principle of killing each other as the main sign of differences (the difference between each as a t-killer).

Create conditions for implementing the principle of mutual dependence as the basis for joint actions (solving problems together, joint work, cooperation).

Tolerant relationships create conditions for the development of skills.

The problem of nurturing tolerance must be solved in every way. Each year's program includes the following organizational and pedagogical forms:

Psychological and pedagogical training (September - December).

Tolerance training includes a number of psychological and pedagogical trainings that perform the following tasks:

Tolerantlik, tolerant xulq-atvor, tolerant ong tushunchalari bilan tanishish;

To stimulate their research and activity in mastering these concepts;

Teach tolerant behavior, three mutual integrity skills in the family, school, neighborhood, and other areas of life.

Theme classroom hours, collective creative activities, competitions, parental club discussions (January, May).

They are disciplined. Enlightenment is a child's familiarity with the history of his people, pride, family, and learns the moral rules of relationships and relationships with other people. An indispensable prerequisite for shaping the mind of tolerance is to get acquainted with the culture of other peoples living in England.

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