

METHODOLOGY OF IMPROVING COMMUNICATIVE TOLERANCE IN CHILDREN IN THE PROCESS OF LEARNING THE RUSSIAN LANGUAGE

Davlatova Nigora Vosiljonovna

Uchqo'rg'on tuman 3- son texnikumi rus tili fani o'qituvchisi.

Abstract: This article discusses the issues of forming and improving communicative tolerance in children in the process of learning the Russian language. The pedagogical and psychological essence of the concept of communicative tolerance is revealed, and effective methods and techniques for its development are analyzed. The importance of game technologies, dialogical speech, role-playing exercises and interactive methods in the process of language learning is also substantiated. The results of the study serve to develop children's social adaptation and intercultural communication competence in the process of teaching the Russian language.

Keywords: communicative tolerance, Russian language, children's education, interactive methods, intercultural communication, speech competence.

Introduction

In today's globalization environment, learning foreign languages, in particular Russian, requires not only linguistic knowledge, but also the formation of a culture of interpersonal communication. In this regard, the development of communicative tolerance in children is one of the important tasks of the educational process. Communicative tolerance is characterized by respect for other opinions, cultures and worldviews, patience in the process of communication, and the manifestation of social flexibility.

Literature review

The issue of communicative tolerance is one of the important research areas of modern pedagogy, psychology and linguistic didactics. In particular, the problem of forming communicative tolerance in children in the process of learning foreign languages, including Russian, has been studied by many scientists.

Scientific interpretation of the concept of communicative tolerance

Psychologist A.A. Leontiev, in his work "Psychology of Society", interprets communication as an important factor in personal development and considers communicative tolerance to be the main condition for effective communication. In his opinion, when a person cannot accept the speech behavior of others in the process of communication, psychological obstacles arise in the process of language learning.

The theory of cultural-historical development put forward by L.S. Vygotsky substantiates the inextricable link between language and thinking. The scientist, showing language as a means of mastering social experience, emphasizes that a tolerant attitude plays an important role in the formation of a child as a person in the process of communication.

V.V. Boyko evaluates communicative tolerance as an individual-psychological characteristic of a person, linking it with patience in interaction with others, readiness for compromise and empathy. These views indicate the need to develop communicative tolerance in children through special pedagogical methods.

Issues of a communicative approach in teaching foreign languages

A leading scientist in the methodology of teaching foreign languages, E.I. Passov, developed the theory of a communicative approach and justified the need to bring the language learning process closer to real communication. He noted that learning a language is not just about mastering grammatical rules, but also about forming communicative competence. In this process, communicative tolerance is an important pedagogical result.



G.A. Kitaygorodskaya's research has proven that intensive teaching methods increase students' communicative activity and social adaptability. This approach helps to reduce communicative barriers in children and develop tolerance.

Issues of intercultural communication in learning the Russian language

In modern research, the process of teaching the Russian language is studied in close connection with intercultural dialogue. N.D. Galskova and N.I. Gez emphasize the need to introduce a linguocultural component in teaching a foreign language, thereby forming a respectful and tolerant attitude towards the culture of other peoples in students.

Many methodologists have recognized that the study of Russian folk tales, customs, and speech etiquette units develops empathy and intercultural understanding in children.

Scientific views of Uzbek scientists

The issues of communicative culture and tolerance have also been studied by Uzbek pedagogical scientists. M. Karimova, in her theory of pedagogical dialogue, indicates a positive psychological environment between a teacher and a student as the main condition for communicative tolerance.

D. Khudoyberganova analyzed the importance of interactive methods in teaching foreign languages, scientifically substantiated the formation of a culture of communication and tolerance in children through small groups, role-playing games and dialogical exercises.

Also, N. Abdullayeva's research showed the interrelationship of social adaptation and communicative competence in the process of developing speech activity in primary school students.

General conclusion of the literature analysis

The analysis of the studied scientific literature shows that communicative tolerance is a complex pedagogical phenomenon that can be formed naturally in children during the process of learning a foreign language, in particular Russian, but requires a special methodological approach. Existing studies confirm that the communicative approach, interactive methods and elements of intercultural dialogue are effective in developing communicative tolerance. At the same time, there is a need to systematically develop a methodology for improving communicative tolerance in children, especially in the process of learning the Russian language.

Discussion

In the process of learning the Russian language, children encounter various communicative situations. If the correct methodological approach is not chosen in this process, psychological barriers to communication may arise. Therefore, this article considers the development of a methodology for the formation of communicative tolerance as a pressing issue.

Theoretical foundations of the concept of communicative tolerance

Communicative tolerance is the ability of a person to accept the thoughts, behavior and speech characteristics of others in the process of communication. In the disciplines of pedagogy and psychology, this concept is interpreted in close connection with the culture of interpersonal relations.

Communicative tolerance in children consists of the following components:

- emotional stability;
- empathy;
- openness to communication;
- social flexibility;
- intercultural respect.

The process of learning the Russian language creates a favorable pedagogical environment for the formation of these qualities, because language is not just a set of grammatical units, but a cultural phenomenon.

The need to form communicative tolerance in teaching the Russian language



Communicative difficulties often occur in the process of learning the Russian language for children of primary and secondary school age. They are associated with:

- fear of speech errors;
- lack of confidence in expressing one's opinion in front of peers;
- lack of understanding of cultural differences.

It is these factors that require the introduction of methodological approaches aimed at the formation of communicative tolerance. If the educational process is organized correctly, children will develop a positive attitude to communication, mutual respect and cooperation skills.

Methods for improving communicative tolerance

The following methods are considered effective in the development of communicative tolerance in teaching the Russian language:

1. Interactive methods

Methods such as "Discussion", "Brainstorming", "Work in small groups" teach children to freely exchange ideas. In this process, students learn to listen to and respect the opinions of others.

2. Role-playing games

Through role-playing games, children model real-life communicative situations. For example, topics such as "Conversation in a store", "Waiting for a guest", "Communication with friends" develop tolerance.

3. Development of dialogic speech

Activities based on dialogue increase children's speech activity and form a culture of communication.

4. Use of intercultural materials

Introducing Russian folk tales, poems, and national traditions instills in children a sense of respect for other cultures.

Experimental work and results

During the experimental work, it was observed that the level of communicative tolerance significantly increased in classes where the above methods were used in teaching the Russian language. Students:

- activeness in entering into communication;
- free expression of their opinions;
- positive attitude towards peers increased.

This confirms the effectiveness of the methodology.

Conclusion

In conclusion, improving communicative tolerance in the process of learning the Russian language is of great importance for the personal and social development of children. The educational process, organized on the basis of interactive methods, role-playing games, and dialogical exercises, forms a culture of communication in children and prepares them for future social life.

List of used literature

1. Леонтьев А.А. Психология общения. – Москва: Просвещение, 2018.
2. Passov E.I. Kommunikativ metodika chet tillarini o'qitishda. – Moskva, 2019.
3. Karimova M. Pedagogik muloqot asoslari. – Toshkent: Fan, 2020.
4. Xudoyberganova D. Chet tillarini o'qitishda interfaol metodlar. – Toshkent, 2021.
5. Vygotskiy L.S. Nutq va tafakkur. – Moskva, 2017.

