

# Experience of Creative Activity in the Development of Tolerance Thinking of the Future English Language Teacher in the Educational System

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**ABSTRACT:** In this article, the educational process of the Higher School with its content fulfills the tasks aimed at forming the personality of the future specialist. In its formation based on scientific approaches, the content of education is interpreted as a sum of the system of a certain level of development of knowledge, skills and abilities, views and beliefs, as well as the power of the theory of knowledge, practical training. The essence of the educational content is defined by different approaches to it, and in the knowledge-oriented approach, knowledge is illuminated by the rich spiritual property accumulated in the entire historical experiences of mankind.

**KEYWORD:** creative activity, professional activity, international experiences, material and formal theory, national-universal values, intellectual heritage, pedagogical method, spiritual and moral qualities, vital, flexibility, didactic formalism.

## INTRODUCTION

As the practical component of the educational system includes the formation of qualifications and skills, it has external or practical, internal and intellectual qualifications and skills. Competences and skills can be expressed in a general way for basically all academic subjects. The process is unique and characteristic for each academic subject, and the skills and abilities form the basis of a specific type of activity.

The policy of the state of Uzbekistan in the field of education is closely related to the implementation of the concept of development of the higher education system until 2030[1] in all types of continuous education. It is possible to note the types of knowledge, work, artistic, aesthetic, social, moral values-oriented and communicative types of educational activities. The experience of creative activity in the development of tolerance thinking of future English language teachers, it will be aimed at solving new problems and creatively recreating reality. Especially the experience of personal relationships, which consists in creating a system of reasoning (motivation) - assessment, emotionality, volitional relations. This experience occurs in relation to evaluating the world, reality, and people.

In the system of "creating the necessary conditions and incentives for students studying at bachelor's and master's degrees in higher education institutions to carry out scientific activities", the educational process of the Higher School carries out tasks aimed at forming a future specialist with its content [2]. In its formation based on scientific approaches, the content of education is interpreted as a sum of the system of a certain level of development of knowledge, skills and abilities, views and beliefs, as well as the power of the theory

of knowledge, practical training. The essence of the educational content is determined by different approaches to it, and in the knowledge-oriented approach, knowledge is at the center of the rich spiritual property accumulated in the entire historical experience of mankind. However, this approach has certain positive and negative aspects.

Knowledge has an absolute level in this, and the individual is restrained and relegated to the second level. In the present period, the humanization of education and the person-oriented approach to the essence of the educational content are brought to the field, and the free choice of the educational content is created according to the approaches [3]. In the process of implementing a person-centered approach, the educational, spiritual, cultural and life needs of the person are met.

The most important thing to develop the tolerance mindset of the future English language teacher is to show a humane attitude towards the person, the individuality of studying in the cultural and educational environment and the ability to act independently. At each stage of the development of the society, the quality and content of education have certain goals and tasks. The quality and content of education changes according to the demand of the time, theoretical knowledge and the level of industrial development. The content of education appears as a social phenomenon, and in its initial period it gained practical importance, that is, it satisfied the demand for knowledge that is considered necessary for life needs of people. Social development has given birth to the rank of cultural studies of education. Other social factors also influenced the development of education, as a result of which the ruling classes began to establish a monopoly on general and progressive knowledge, while the main strata of the population acquired only practical knowledge necessary for everyday life. During the renaissance of the 18th and 19th centuries, the idea of humanity was established. V. de Feltre wrote about free physical and mental development in *The Joy of School*. J.J. Rousseau emphasizes the need to observe the spontaneous states of a child's nature in the development of a child. I.I. Pestalossi promotes the idea of full development of all important forces that shape a person by drawing him into an active life. Under the influence of this idea, new schools appear in France, Switzerland, elite schools in the USA, Germany, and Austria. In them, the education and upbringing of a person is connected with natural free development, natural relations between children and adults. The main theories of educational content appeared at the end of the 18th and the beginning of the 19th century [4].

The science of pedagogy defined the material and formal theory of educational content. In some sources, the material theory of the content of education was called didactic materialism or encyclopaedia. The main goal of this theory is to provide as much knowledge as possible from various fields of science. This view was also supported by Ya. A. Comensky. He dedicated his life. Y. A. English poet and historian John Milton (1608-1674), a contemporary of Comenius, also understood the meaning of education in this way. Formal theory, or didactic formalism, explains educational content as a means of developing skills and interest in learning.

The theoretical basis of didactic formalism is the transfer of knowledge and skills acquired in one field of activity to another. The ancient Greek scientist Heraclitus was a supporter of didactic formalism. According to him, "A lot of knowledge cannot teach intelligence." Cicero also thinks so. By the new era, I.I. Pestalossi and I. Based on the idea of neohumanism, Kant's philosophy promotes the theory of didactic formalism. According to them, the main goal of teaching is "to strengthen the correct thinking or formal education of the student. Similar ideas were expressed by A. Disterweg in his "Handbook for German Teachers" (1850). , they focused on the need to develop their interest in knowledge, attention, memory, imagination, and thinking[5].

The weakness of this theory was that their educational programs reflected more demonstrative subjects (language, mathematics). Both theories were strongly criticized by K.D. Ushinsky He wrote: "The formal development of the mind is an unimportant sign, because the mind develops in real real knowledge" (K.D. Ushinsky, Collected Works. Vol. 8, p. 661) According to K. D. Ushinsky, the school should enrich a person

with knowledge and at the same time teach how to use this wealth. He supported the idea of unity of didactic formalism and didactic materialism. Between the 19th and 20th centuries, a didactic utilitarian concept emerged in the United States. This idea was developed by the American pedagogue D.J. Dewey. In Europe, the well-known German pedagogue R. Kershenstein expressed the opinion. According to Dewey, individual and social activities of learners are the source of connections between the content of separate academic subjects.

These types of activities provide an optimal program not based on the sequence and coherence of educational subjects, but on the basis of the student's freedom, the formation of new relationships and types of behavior connected with his experiences. Didactic utilitarianism had a strong influence on both the educational content and teaching methods of American schools. As a result, students were given maximum freedom. In particular, it was allowed to selectively teach academic subjects separated as compulsory and optional subjects. The educational process was adapted to the individual requirements (choices) of students. Polish scientist V. Okun developed a theory of educational content known as functional materialism. This theory was based on the rule of integral connection of knowledge with activity. In this theory, the unity of society's requirements for education and individual choices of students is felt. In connection with the emergence of programmed education in the mid-50s, the theory of operational structuring of educational content was developed. This theory aims to answer the question of how to teach. Proponents of this theory point to the need to carefully analyze the content of academic subjects and the connection between them.

This analysis makes it possible to clearly and concretely define the text being programmed in advance. Principles and standards of educational content selection The main principles of educational content formation in the theory of pedagogy V.V. Developed by Kraevsky, they are as follows: a) based on the principles of the content of education in accordance with society, science, culture and personality. This principle implies the inclusion of necessary knowledge, skills and abilities in the content of education, as well as knowledge that reflects the modern level of development of society, culture and individual capabilities; c) the principle of uniformity of certain procedural aspects of teaching. This principle reflects the concrete characteristics of the educational process, its principles, the technologies of their implementation and the unity of the mastery level; c) the principle of uniformity of the structure of educational content at different levels. The formation of this requires the coordination of parts such as theoretical imagination, educational subjects, educational materials, and the personality of the learner; d) the principle of humanization of educational content. This principle requires the creation of conditions for the active creative and practical assimilation of a person's universal culture, his spiritual needs and abilities; e) the principle of validity of educational content. It requires the integration of humanitarian and natural-scientific knowledge, the teaching of coherence and interdisciplinary relations; f) the factual basis of the principles of the main components of the educational content in accordance with the structure of the internal (basic) culture of the person is highlighted[6]. Modern pedagogy defines the following important components of educational content: 1) Cognitive experience of the individual; practical work experience; 2) Creative experience; 3) Personal relationship experience. A person's cognitive experience. This component includes a system of knowledge about nature, society, thinking, techniques, methods of activity. These are the main components of education. Because knowledge is the basis of personality formation. Knowledge is defined as the result of knowing the laws of development of existence, nature, society, and thinking. The main functions of knowledge are to create a general picture of the world, to provide knowledge and practical activities, to create a unified scientific outlook.

The practical component of the educational content includes the formation of qualifications and skills, in which; external or practical, internal or intellectual qualifications and skills are available. Qualifications and skills may be common to all academic subjects. It will be unique and characteristic for each academic subject. Qualifications and skills form the basis of a specific type of activity, and it is possible to note

cognitive, labor, artistic, social, value-oriented and communicative types of skills and activities. Creative work experience. It is manifested in the readiness to solve new problems and creatively recreate reality. Another important experience is interpersonal experience. It consists of a system of reasoning (motivation) - assessment, emotional, volitional relations. This experience is manifested in the attitude of evaluating the world, reality, and people. One of the main means of professional personality development and their in-depth fundamental knowledge and practical training is determined by the content of education in higher school.

The development of the educational content shows that it takes into account the social and individual requirements of the learner and continues to improve. In this regard, the theory of pedagogy supports several principles of formation of education. They are; the principle of compliance of educational content with the requirements of society, science, culture, and individual development, the content of uniform content and procedural aspects of education, the uniformity of the structure of educational content at different levels, humanization of educational content, the basis of educational content, the compatibility of the main components of educational content with the structure of the internal (basic) culture of the individual needed.

The development of tolerance thinking of the future English teacher in the field of education determines the laws of studying the objective reality of each subject in the experience of creative activity. Didactic laws are studied meaningfully in the unity of teaching and learning and their unique relationship. When looking at the educational process in the higher education system from the point of view of the system-structural approach, its two interconnected systems apply. The first; the educational process is manifested as a complex system consisting of its educational goal, educational and educational activities, educational content, and educational tools. They are connected to each other. The second; the educational process is a subsystem of the pedagogical process, which is a relatively large system. This system is manifested as a unity of teaching, education and upbringing process. At the same time, this system, as a significant system, also has a system of social processes and requirements that directly affects the development of the educational process of the higher education institution, and it is necessary to distinguish between the important external and internal dependence of the educational process.

On this basis, educational laws are classified. As the laws of didactics, it is possible to show the necessary, repeated and important connections between the components of the educational process. In terms of pedagogical laws, the educational process in a higher education institution reflects the development of society's production. It is possible to take into account the fact that the educational process in a higher educational institution is legally connected with the educational process and the development of skills and abilities that are unique in the thinking of students, the development of the tolerance mindset of a future English teacher in the experience of creative activity, and the educational process in a higher educational institution is also legally dependent on external conditions. Teaching and learning processes in the higher education system include a two-way important relationship with the overall educational process, with specific educational content. In these processes, it is carried out only by teaching and learning to this or that activity, as well as by involving it in this activity, according to the purpose.

Today, pedagogues need to know the specific features of the process of formation of knowledge and skills necessary for free communication of foreign languages in the worldview of young people, and take them into account in their pedagogical activities. The psychological specificity of learning and teaching a foreign language requires knowledge of the psychological aspects of understanding the text in a foreign language, memorizing words in a foreign language, and ensuring the expansion of the foreign language thinking of primary school students in the process of learning a foreign language. Learning a foreign language is more effective when it starts at a young age. Language learning activity is an important factor for the development of the child's personality, important conditions for the development of intelligence, sensitivity, observation, memory and recall abilities of a student of junior school age. A child of this age differs from children of other



ages in his sharpness of perception, clarity, purity, accuracy, brightness of imagination, strength of memory, clarity of thinking, his curiosity, trustworthiness. During this period, engaging in reading activities, including learning about various properties of material things, has a great impact on the growth of senses.

The sensitivity to distinguish tones, especially in the process of teaching music and singing to children, grows strongly, and the importance of physical training in the growth of senses is also very great. Exercising that involves precise movement develops children's motor skills. Foreign language learning activity requires the child to memorize the given learning materials, the teacher-teacher gives instructions to his student about what he needs to remember. The student repeats what he needs to remember, tries to understand it. The extent to which the student will retain it in his memory is mainly determined by his interest in the work. Understanding the learning material is the main condition for memorization. Due to the slight superiority of the first signal system over the second signal system, visuospatial memory is more dominant in students than logical memory [7]. In conclusion, it should be noted that even when learning a foreign language, they remember tangible information, information, events, images and things faster and more firmly than theoretical laws and rules, abstract concepts, and remember them for a long time. In connection with studying and learning a foreign language, the ability to understand and remember the meaning increases.

The size of the material to be remembered expands, deepens and becomes more complicated in the process of understanding the content of the material.

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