

## EFFECTIVE SCIENTIFIC FACTORS OF EDUCATING PRIMARY CLASS STUDENTS IN THE SPIRIT OF TOLERANCE

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**Abstract:** *this article analyzes the effective scientific factors of educating elementary school students in the spirit of tolerance.*

**Key words:** *tolerance, national, pedagogue, family, tradition, education, experience, student, confidence, attitude.*

The most important factors for the development of primary education in Uzbekistan based on modern requirements have been identified. In this regard, one of the important events is that the ranking of model schools in the "National program for the development of public education in 2022-2026" of the Republic of Uzbekistan on the effectiveness of spiritual and educational work in general secondary educational institutions is being conducted from September 1, 2022. In this Rating, first of all, the position of general secondary education schools is determined based on the criterion of education of students [1]. Therefore, one of the main tasks in this process is to study the effective scientific factors of educating elementary school students in the spirit of tolerance and to determine specific experiences as a result. Here we draw your attention to the analysis of national pedagogical experience in educating primary school students in the spirit of tolerance.

1. Pedagogical experience of upbringing in the family. The family education experience of the national pedagogical experience in raising primary school students in the spirit of tolerance attracts attention with its important features. Firstly, the first social education of primary school students (here the concept of "social education" is used in the sense of covering the first stage of moral, spiritual, intellectual and aesthetic education) is carried out in the family; secondly, it is in the family that the process of socialization of the child begins, and the foundations of his social consciousness, views and relationships are formed; thirdly, over the centuries, the families of Uzbekistan have accumulated a unique experience on these issues, on the basis of which proper upbringing of children of preschool age is being carried out.

At the moment, the following problems are perceived on the rational use of this experience: firstly, the upbringing process in each family has its own characteristics, and a general approach is formed from the point of view of socialization of the child; secondly, although the literacy level of our country's families has common indicators, the presence of undesirable types of families such as complex, conflictual, and dysfunctional determines

the diversity of approaches to child education; thirdly, it is necessary to solve the problem of determining the most optimal and successful family upbringing experience.

All this requires the use of family education experience on the basis of pedagogical laws in educating elementary school students in the spirit of tolerance. In this regard, the following roots of the spirit of tolerance are formed in children in the experience of upbringing in the family:

a) refraining from inappropriately prioritizing personal interests (for example, if a child's friend asks him to give him a notebook or a book, in most cases, the child does not get angry);

b) the child's relationship with others is formed at a certain level (for example, an adult in the family whom the child likes has a wide relationship with the child is the basis for the formation of this skill);

c) the child develops the skills of social activity (for example, activeness, the first manifestations of the skills of initiative in certain activities are formed).

If you pay attention, these experiences in family upbringing will have an important place in the work of educating elementary school students in the spirit of tolerance. For this, the process in the family according to the indicated indicators should be continued and corrected in primary education. This implies that families are different. In general, pedagogic scientists agree that the rational use of experiences in the family upbringing process in primary education gives the expected results in most cases. For this reason, family education experience is one of the important national pedagogical stages of educating elementary school students in the spirit of tolerance.

2. Pedagogical experience of preschool educational institutions. Since 2017, the preschool education stage has been reformed in the education system of Uzbekistan and reorganized as one of the most important links of the education system. The main goal is to fully include preschool children in these educational institutions. According to the results of the 2nd quarter of 2022, the rate of enrollment of children of preschool age in these educational institutions was 54.5%. In this regard, it should be noted that a unique educational experience has been formed in preschool educational institutions today.

It is appropriate to mention that the educational experience of pre-school educational institutions includes the following elements from the point of view of educating children in the spirit of tolerance and that they should be used:

a) active socialization of foster children compared to those raised in the family (for example, children often have the ability to interact with others);

b) formation of the students' reading, writing, arithmetic and drawing skills (for example, this initial level of literacy in them plays an important role in the formation of tolerance skills);

c) the development of comprehension skills in children (for example, the incidence of vices such as arrogance and capriciousness in children is relatively low).

It should be noted that the educational experience of preschool educational institutions is one of the most important national pedagogical experiences of educating elementary school students in the spirit of tolerance. Therefore, on the basis of these experiences, it plays an important role in the formation of qualities such as tolerance, openness, and helping others. Observations show that elementary school students educated in pre-school educational institutions naturally and in many cases understandably accept educational activities based on important values such as tolerance. In this respect, it is important to use the successful aspects of this experience.

3. The unique pedagogical experience of schools. According to him, many schools of our country have experiences of educating primary school students in a unique way. Such experiences are based on the factors of traditional pedagogical education and new approaches to the educational process. In this regard, the following are clearly visible in the educational experience of schools:

a) educate elementary school students as much as possible in strict compliance with state educational standards and qualification requirements;

b) formation of qualities and relationships with social characteristics in elementary school students;

c) formation of independent thinking skills, respect for oneself and others in elementary school students.

As a result of this, it should be noted that in the education experience of schools, appropriate education approaches of students are included, and in many cases, such experiences are rapidly becoming popular.

It should be noted that in the national pedagogical experience of educating elementary school students in the spirit of tolerance, the family education experience, the experience of education in pre-school educational institutions, and the education experience of schools occupy an important place. Therefore, the use of these experiences in primary education to educate students in the spirit of tolerance will have the expected effect:

1) acceptance of the child's self-confidence and attitude towards others from the upbringing experience in the family;

2) acceptance of the child's comprehension skills from the experience of preschool educational institutions;

3) acceptance of the child's social adaptation skills from the educational experience of schools.

As a result, it is appropriate to rely on the following three important foundations of the national pedagogical experience in educating elementary school students in the spirit of tolerance:

- development of self-confidence of the student;
- strengthening the student's attitude towards others;
- development of the student's comprehension skills;

- expand the student's flexibility skills.

In this respect, self-confidence, attitude towards others, understanding and flexibility are the essence of the national pedagogical experience in educating elementary school students in the spirit of tolerance. In all the educational activities carried out in this regard, paying attention to the formation of these qualities in primary school students will give the expected effect.

In general, the national pedagogical experience in educating elementary school students in the spirit of tolerance is based on the unique harmonious activity of the family, preschool education and the school institution. Because the characteristics and tasks of primary education require it. In this regard, the harmonious reception of these experiences in the work of educating elementary school students in the spirit of tolerance gives the expected effect.

It remains one of the main tasks to bring up primary school students of our country in accordance with the needs of our society. In this regard, the Resolution of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures to further develop the fields of education and science in the period of new development of Uzbekistan" sets the task of adequately educating students based on the requirements of the present time and forming the most necessary skills [2]. For this reason, education of elementary school students in the spirit of tolerance is one of the issues included in the scope of this task. Here, we draw your attention to the analysis of individual experiences in educating this category of students in the spirit of tolerance.

1. Formation of attitude skills of students. According to him, this task forms the skills of decent attitude towards others in primary school students. For this, relying on the following individual experiences will give the expected effect:

a) formation of students' interpersonal skills by means of experienced teachers (attachment of each student to an experienced teacher gives the expected effect);

b) formation of students' ability to relate to others by means of example (it should be noted that conversations and meetings with the participation of famous people of the society are effective);

c) formation of students' ability to relate to others by means of encouragement (in this case, the activity of the most active students who help others will be strengthened and their actions will be encouraged).

Such an approach is of great practical importance in forming the ability of primary school students to relate to others and to base it on individual experience.

2. Formation of students' patience skills. According to him, the skill of patience is formed in each student of primary classes based on individual experiences. For this, it is worth noting that relying on the following will give the expected effect:

a) formation of students' patience skills by giving them independent educational tasks (in this case, the main attention should be focused on formation through natural science teachers);

b) formation of patience skills in students by means of circles (it is important to organize the activity of students by means of making different equipment in circles);

c) formation of patience skills in students by means of educational activities (at the educational activities, paying attention to showing the patient's patience in live images gives the expected effect).

If attention is paid, based on the experience of such an individual approach, it is possible to achieve the formation of patience skills in each student, and as a result, it is worth mentioning that the spirit of tolerance will be formed in them.

3. Formation of students' compromise skills. According to him, it is necessary to form students' compromise skills on the basis of individual experiences. For this, paying attention to the following will have the expected effect:

a) formation of the ability of agreement among students by means of clubs (it is effective to form the ability of agreement among students by means of cooperation of students with their comrades during the classes of clubs);

b) formation of students' ability to respect others by means of extracurricular activities (in this case, formation of compromise skills in students by means of organizing various problem situations gives the expected effect);

c) formation of students' ability to communicate with others through extracurricular activities (in this case, formation of students' ability to communicate with public representatives through various trips will have practical effect).

It should be noted that by means of such individual experiences, elementary school students have the opportunity to form the skill of compromise, and it should be noted that the content of the skill of compromise is, as mentioned, agreement, respect for others, and communication with others.

In general, it is theoretically and practically important that individual experiences of educating elementary school students in the spirit of tolerance are based on the means of forming their attitude to others, patience and compromise skills. For example, pedagogical experiments show that one of the main criteria for determining the level of upbringing of a person is his attitude towards others. For this reason, pedagogical sources provide important recommendations on the ability of the young generation to relate to others. For example, in the work "Nightmare" written by Kaikovus (11th century) in the form of a will to his child, it is recommended to form a child's attitude towards others from the age of 5 with the participation of family members and public representatives[3]. In this regard, relying on pedagogical national experiences in the formation of patience skills in elementary school students will have the expected effect. For example, Alisher Navoi (15th century) writes in his work "Lisonut-tayr" (Bird language) that I remember, when I was 5-6 years old, I was so devoted to reading "Mantiqut-tayr" (Bird's speech) by teacher Farididin Attar that I played games with my friends. or I began to cool down from attending school lessons. Then my parents found out about this situation and took the work away from me. But I had memorized the whole piece and was repeating it inside myself... I later attributed

it to my own patience as the reason why I didn't feel guilty about it [4]. Also, in the formation of the ability of compromise in elementary school students, it is important to build on individual experiences. For example, Amir Temur (14th century) says in his book "Tuzuklar" (Rules) that "during my career I made compromises with friends and enemies and always won" [5]. At this point, it should be noted that compromise with a friend means tolerance, and compromise with an enemy means forgiveness. In this regard, Amir Temur defines tolerance and forgiveness as the basis of the skill of compromise and emphasizes that compromise is one of the foundations of all victories.

If attention is paid, it is possible to educate elementary school students in the spirit of tolerance at the expected level by forming the skills of attitude to others, patience and tolerance in the experience of individual experiences.

Thus, individual experiences in educating elementary school students in the spirit of tolerance attract attention with their important practical importance. Therefore, it is appropriate to master these issues by future primary school teachers in the process of higher pedagogical education.

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