

# CONCEPTUAL FOUNDATIONS AND PEDAGOGICAL CONDITIONS FOR FOSTERING TOLERANCE AMONG STUDENTS IN THE VOCATIONAL EDUCATION SYSTEM FOR TEACHING ACTIVITIES

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## Abstract

This article focuses on verifying the conceptual foundations of the genesis of tolerance in the context of moral and ethical training of students oriented towards professional pedagogical practice. It is argued that the professional educational process of future specialists in the field of pedagogy should be based on strategic principles for constructing positive tolerant interaction. This approach is integrated through the actualisation of professional standards, regulatory documents and ethical codes of pedagogical activity, the key element of which is a personality-oriented component. The concluding part presents an analysis of empirical data obtained in the course of an experimental study aimed at the effective formation of positive tolerant attitudes in the youth academic environment.

**Keywords:** Teachers, tolerance, students, courses, professional activity.

## Introduction

Current trends in the professional training of future teachers focus on developing the competence of productive pedagogical interaction with participants in the educational process. At the same time, communication in the teacher-student system should have "spiritual, moral and aesthetic content based on the principles of humanism."

The humanistic model of pedagogical interaction is based on the principles of recognition of the self-worth and dignity of the individual, as well as mutual respect, tolerance and partnership between all participants in the educational process. The productivity of this interaction is directly dependent on the level of development of the pedagogical culture of higher education institutions.



**Methods:**

A number of researchers propose that the development of personal and professional characteristics such as empathy, socio-reflective skills, self-organisation, personal competence and general (professional and worldview) culture should be used as an integral indicator of the effectiveness of a teacher's professional activity. In this context, the general culture of a teacher is interpreted as a set of moral and ethical components, including level of education, ethical behaviour, and tolerance.

When interacting with students with limited health capabilities (LHC) or disabilities, tolerance is a key professionally significant quality. Tolerance is understood as "an active ethical attitude and psychological readiness to show tolerance, aimed at achieving mutual understanding between social communities and ensuring constructive interaction with representatives of other social, religious or national affiliations."

Currently, considerable attention in scientific and pedagogical discourse is paid to the phenomenon of tolerance in the educational environment of higher education. University teachers are required not only to comply with professional and ethical standards and show empathetic interest in the needs of students with special health needs, but also to have a high level of tolerance.

To assess the effectiveness (efficiency) of tolerance in professional activities, we developed (verified) criteria and corresponding indicators of tolerance among participants in the educational process. The theoretical assumption was that teachers' tolerance towards students with SEN and disabilities should be high, allowing it to be considered an integral part of professional competence.

As part of a pilot study conducted in 2015, a sample of more than 80 teachers from Russian universities aged 25–70 was formed. The survey, conducted among the teaching staff of physical education departments, focused on determining the level of teachers' tolerance and willingness to provide assistance and pedagogical support to students with special educational needs (SEN) and disabilities.

**Results and Discussion:**

Analysis of the data revealed the following picture: 52.6% of respondents believe that students with special educational needs and disabilities are capable of studying in an inclusive environment on an equal footing with other students. A similar proportion (52.6%) of respondents stated the need to organise targeted pedagogical support for this category of students. At the same time, 42.1% of teachers do not demonstrate an understanding of the importance of such support activities.

In order to identify effective ways and mechanisms for cultivating tolerance in the student environment, a sociological survey was conducted among 157 first-year students. The key findings of this stage of the study showed that the overwhelming majority (88.8%) believe that teachers are not sufficiently aware of their problems and are unable to offer adequate assistance in resolving them. More than half (55.5%) of respondents emphasised the unconditional importance of showing tolerance when working with students with SEN and disabilities.



It has been suggested that the developed system of criteria and levels for assessing the effectiveness of the process of forming a tolerant attitude among students with different health conditions will make it possible to verify the productivity of pedagogical support for the personal development of students.

It should be emphasised that the moral and ethical components of professional training, integrated into the general culture of future teachers, include the formation of a tolerant attitude towards students with health issues and disabilities. The development of this quality can be successfully achieved through specially organised sports and recreational activities. Our authorial experience and methodological recommendations regarding the formation of tolerance among teachers towards students with health problems are presented in detail in this work.

The course of lectures created by the research team, aimed at preparing students with health limitations and disabilities for social integration and adaptation through sports and recreational activities, was published in the form of scientific and methodological manuals.

The objective of the discipline is to update (develop) the general cultural competencies of university students, which form the foundation for their successful socialisation and effective professional development.

Achieving this goal involves solving the following practical tasks:

Mastering fundamental theoretical concepts related to the training of students with special educational needs in the field of sports and recreational activities.

Developing professional self-organisation skills and the ability to build tolerant interpersonal communication.

The course enables future specialists in teacher training to develop:

an understanding of the psychological and physiological characteristics of students with health problems, methods of self-organisation and a tolerant attitude towards students with health problems and disabilities;

the ability to competently choose methods of self-organisation and ways of forming tolerant interpersonal relationships among students, to diagnose the effectiveness of the process of forming a tolerant attitude towards this category of students, and to use cooperation technologies;

readiness to use self-regulation methods and ways of forming tolerant attitudes towards students with health problems and disabilities in order to activate the processes of integration and adaptation of this category of students into sports and recreational activities.

Module I (Introductory): This module provides conditions for future teachers to choose their individual path of professional development and accumulate the personal resources necessary for purposeful self-development. This is achieved through the mastery of the basic elements of sports and recreational activities and the formation of skills for reflective self-assessment of one's own activities.

Module II (Formative/Practical): The content of this module is focused on diagnosing the level of development of students' psychomotor (motor) abilities and developing skills for compensatory mobilisation of the body's functional reserves. The main goal is to restore and maintain psycho-emotional stability and professional productivity (work capacity) through the



practical mastery of methods of psychophysical self-regulation, including attention switching techniques, breathing practices, and psychophysical training.

Module III (Control and Assessment): This final block is verification-oriented. Its content includes systematic monitoring and objective assessment of the level of development of the general (professional and worldview) culture of future teaching staff, as well as the use of specialised diagnostic methods to validate and quantitatively assess the manifestation of tolerance in the context of their teaching activities.

The formation of moral maturity in future qualified teaching staff, which manifests itself in the general culture of the specialist and their ability to interact tolerantly with students with limited health capabilities (LHC) and disabilities (in the context of their integration and socialisation through sports and recreational activities), is determined by the combined influence of the following determinants: the level of specialised professional training, social status, characteristics of mental processes and personality traits, as well as the degree of development of socially significant personal attributes.

Universal (general cultural) competencies are used as a criterion for assessing the degree of moral readiness of a teacher, reflecting:

the ability to take a tolerant position towards students with special needs (health problems);

readiness for the effective implementation of professional pedagogical activities;

the ability to design programmes aimed at the self-development of students' physical potential.

The hypothesis about the possibility of raising the level of general culture and developing a tolerant attitude towards students with special educational needs (SEN/disabilities) was fully confirmed in the course of empirical research, which correlates with the current vectors of professional training of teaching staff. The results of the experimental testing convincingly demonstrated that the introduction of a course on the social integration and adaptation of students with SEN and disabilities through sports and recreational activities contributes to the development of professionalism, the key educational outcome of which is general cultural competence.

### Conclusion:

To summarise the above, it should be concluded that the process of professional training for future teachers should be structured in accordance with a strategy of cultivating positive tolerant attitudes. This strategy should be implemented taking into account the requirements of current professional standards and ethical codes of teaching activity, which focus on the personal component, characterised by a high level of general cultural competence.

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