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THE ROLE OF INTERNATIONAL PEDAGOGICAL RESEARCH IN THE TRAINING OF TOLERANT FUTURE TEACHERS

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Abstract. This article explores the role of training tolerant future teachers in today's context.

Key words: future teacher, tolerance, science, research, teacher, student.

Our republic's higher education system is systematically working to train qualified future teachers and expand the integration of educational institutions with pedagogical science.

To further align Uzbekistan's education system with those of leading countries, the republic has adopted an Education Development Strategy based on Decree of the President of the Republic of Uzbekistan No. VII-158 "On the Uzbekistan-2030 Strategy" dated September 11, 2023 [1].

This strategy is a vital necessity arising from the evolutionary development of our society, and it is a huge step towards building a just society that places great emphasis on the education and upbringing of each individual, providing ample opportunities for the development of creative potential, and nurturing a healthy, educated, and spiritually developed generation.

The Eastern philosopher Confucius was right when he emphasized that "ignorance is like a dark night for humanity." Another famous philosopher, Friedrich Nietzsche, believed that acquiring knowledge is a proven path to happiness, the "golden key" to a prosperous life. These thoughts of great figures guide us toward the proper and systematic organization of the educational process in the current context, which directly depends on education, particularly the higher education system and the reforms being implemented in our country. In recent years, a particular focus in the higher education system has been on improving the quality of training and education of future officers.

There are challenges in effectively utilizing two different mechanisms for improving the quality of education: continuous and periodic provision. These mechanisms are interconnected and consistent, and therefore require regular and systematic work in this direction, based on current trends in Uzbekistan's higher education system.

Current trends in higher education include: the use of artificial intelligence in the educational process, the increased use of the latest innovative and digital technologies in the educational process at higher educational institutions, the comprehensive development of future teachers, taking into account their abilities and inclinations, based on modern technologies that help provide future teachers with mobile and important information, and expanding access to quality education through the use of various types of technologies with enormous educational and visual potential. In accordance with the UN General Assembly resolution, the Republic of Uzbekistan has committed to "implementing national goals and targets in the area of the Sustainable Development Goals for the period up to 2030" [2]. Systematic work in this area, especially in recent years, is bearing fruit. This issue is under the constant attention of our

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President. In particular, the Head of State's Addresses to the Oliy Majlis outlined ways to implement these national goals and targets in Uzbekistan.

Speaking at the 75th session of the UN General Assembly, the President put forward a number of initiatives on such pressing issues as strengthening peace at the regional and global levels, ensuring sustainable development, supporting respect for human rights, and expanding constructive dialogue [3]. Concrete actions in this direction are evident. For example, in the Sustainable Development Goals Index report, published in 2022, Uzbekistan ranked 77th out of 163 countries with 69.9 points [4]. This is a high score compared to the previous decade. The use of advanced international pedagogical research in training tolerant future teachers is possible in today's world, given the creation of a welcoming environment within higher education institutions. To achieve this, higher education institutions must create optimal conditions focused on training tolerant future teachers capable of creating, innovating, and inventing in an innovative society. Educational institutions in developed countries view tolerance as an important strategic development area for interethnic harmony, ensuring security, a culture of peace, and open and fruitful dialogue between individuals based on national traditions.

International pedagogical research on developing tolerance in future teachers is being conducted at leading research centers, including the Research Institute of School Problems (Russia), Minsk State Linguistic University (Belarus), Chicago University (USA), Nagoya University (Japan), the University of Amsterdam (Netherlands), the University of Strasbourg (France), the University of Nordland (Norway), and Stockholm University (Sweden).

Based on research on developing tolerance, the following scientific and practical results have been obtained: tolerance centers have been established at the National University of Uzbekistan and Jizzakh State Pedagogical University (Uzbekistan), a program called "Formation of Tolerant Consciousness and Prevention of Extremism in Russian Society" (Russia) has been developed; a UNESCO Chair on "Resolving Issues of Peace and Tolerance through Language Learning and Civic Education" has been established at Minsk State Linguistic University (Belarus); A methodology for fostering tolerance in citizens has been developed using integrated education, and a tolerance museum has been established (USA); the psychological conditions for tolerant behavior in society have been identified (Japan); a Tolerance Center has been established to educate children in a spirit of respect and kindness toward peers of any nationality (Netherlands); based on an analysis of the social situation in the country, a youth center for general cultural education and the development of tolerant consciousness has been established in Strasbourg (France); methods, mandatory conditions, and actions aimed at fostering tolerance in society have been developed (Sweden); and seminars for parents on fostering tolerance in children are held (Norway).

Thus, international pedagogical research in the field of training and educating future teachers, as an important foundation for societal development, is based on tolerance. In this regard, in our opinion, it is extremely important to comprehensively prepare future teachers who are able to carry out professional activities in a society where representatives of different professions with different mentalities live and work, with different approaches to the training and education of future teachers using various methods and forms of activity.

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