

## THE ROLE OF INTERNATIONAL EXPERIENCE IN EDUCATING PRESCHOOL CHILDREN IN A SPIRIT OF TOLERANCE

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**Abstract:** The article analyzes the views, values, and traditions of the culture, mentality, and customs of more than 130 nations and ethnic groups living in our country in raising preschool children in a spirit of tolerance from a scientific, practical, and pedagogical perspective.

**Keywords:** Tolerance, preschool education, tolerance, "First Step", international experience.

Uzbekistan has a rich national experience in preschool education. However, in today's globalization environment, any national experience acquires the status of modernity by absorbing the advanced experiences of the peoples of the world. The closeness of the mutual history and mentality of the nations that have entered into such a relationship plays an important role. The Uzbek-Korean education and upbringing system, which is being improved according to the nationalism of Eastern culture and spirituality, has many aspects that it gives to each other and takes from each other. If we talk about South Korea, then we see that the upbringing of children, which was formed in accordance with the requirements of "Ne Hun" left by Queen Sohei in 1475, has creatively absorbed the positive aspects of European and American principles of upbringing into the national one in recent years. The appearance of these results, enriched by the pedagogical and psychological scientists of Song Ming, Chung-An, Chon Nam University, is of great interest to educators in many countries today. That is why, during their visit to South Korea, the delegation of the Ministry of Preschool Education of Uzbekistan was interested in the specific aspects of preschool educational organizations in Korea, their forms of education, principles of work, financing system, qualifications of pedagogical staff, their conditions, the nutrition system in preschool educational organizations, their material and technical base, etc. Of course, in the process of preschool education and upbringing, the formation of tolerance in children in Uzbek and Korean preschool educational organizations is of great importance.

Tolerance is one of the most important necessities in the life of society. Educators have shown different periods of its formation in people. Today, they increasingly emphasize the advantages of effectively starting the first steps of early childhood in developing relationships based on mutual understanding between people, the quality of readiness to accept others as they are, regardless of their nationality, religion, language and other characteristics.

Given the importance of preschool education in the formation of a harmoniously developed personality, since the knowledge and values instilled in a preschool child determine his entire future life, a special Ministry of Preschool Education was established in our country. The Resolution of the President of the Republic of Uzbekistan "On measures to further improve the preschool education system for 2017-2021" dated December 29, 2016, and the Resolution "On approval of the Concept for the development of the preschool education system in the Republic of Uzbekistan until 2030" dated May 8, 2019 are of historical importance in resolving this issue.

Based on these historical documents, the state curriculum of preschool educational organizations “First Step” was developed and is being implemented. In the development map of this program for a child from 3 to 7 years old, special importance is attached to the formation of a tolerant child.

The primary academy for the formation of tolerance in children is, of course, the family, the relationships between family members, the values and traditions of relationships, their continuity and constancy, naturalness and sincerity, tolerance and openness. The transfer of these relationships to others, to society as a whole, is manifested in the child's initial tolerance in socialization. There is no organization that can replace preschool educational organizations in the purposeful, organized implementation of this process. Koreans call kindergartens a necessary and useful organization. In this organization, experienced teachers and psychologists work systematically and continuously according to existing scientific foundations. Conditions have been created for preschool education specialists today to improve their skills and conduct scientific research on the problems of the field.

In the education and upbringing of children from 3 to 7 years old in the “First Step” state curriculum, which is implemented in more than 20,000 preschool educational organizations in our country, great attention is paid to its form and content, systematically giving importance to introducing children to the objective world around them, taking them out into nature, literature, the development of speech, sensory education, elementary mathematics, drawing, applique, building constructions, making from plasticine, clay, and physical education exercises. The number of exemplary preschool educational organizations in our country in this area is increasing year by year. The qualifications of our educators are increasing. At each stage of practice in the above-mentioned areas, work is carried out according to specific programs.

Experience shows that the widespread use of folk oral creativity in all the above-mentioned areas in preschool educational organizations is having a significant effect in forming tolerance in children. In this, children first of all travel to the world of legends. They get to know their legendary heroes. They enter into communication with them. The good deeds of positive heroes form in them tolerance, a sense of enjoyment of victory, while negative heroes form in them a negative view of evil, wickedness, and tolerance. The child begins to form an idea that the life of evil and arrogance is short. Secondly, the child begins to believe that the heroes of folk oral creativity are similar to each other, regardless of what people, nationality, or religion they represent, and whether they are called by different names. The fact that the names Zumrad and Qimmat appear as the same value in every nation, regardless of what is said in the fairy tales of other nations, forms in them the quality of relating to representatives of their nation through values. Seeing and evaluating good as good and evil as evil serves to form the skills of mutual appreciation through the values of unity and consensus in interethnic dialogue. In this area, works and cartoons created by Korean writers and filmmakers are of great interest to Uzbek children. At the same time, Korean educators are also seriously studying Uzbek national literature and fine arts and widely using them in the educational process.

The emotional level of the exercises conducted in the formation of tolerance skills in children is also important. According to one of the founders of Russian and American sociology, P. Soroki, only interpersonal relationships of an emotional nature can be called social relations. Only in emotional relations can people, social groups, and nations socially perceive, understand, and know each other. That is why the foundation stone of the above important social situation is laid in preschool

educational organizations. Because in these organizations, the child begins to feel his own unique aspects, that he is a unique social phenomenon, worthy of respect and attention, and at the same time that other children are equally valuable and worthy. If the child has emotional relations with other children, then emotional relations give confidence in tomorrow to be better, in tomorrow he will definitely be able to do what he could not do today. He begins to notice that good and bad qualities cannot be hidden, that good qualities are praised, and bad qualities are poorly perceived by those around him. Feeling his own and others' emotional state, he begins to find a place for the emotions of others, to form in himself the qualities of entering into relationships with others, to avoid conflicts. They begin to get used to the rules and norms accepted in society, and on this basis, the skills of entering into relationships with others according to the rules of social etiquette, the qualities of rapprochement and understanding the main reasons for entering into a conflict situation begin to form in them. In managing these processes, the role of the atmosphere of positive emotionality-oriented attitude in preschool educational organizations is extremely large.

In the formation of tolerance in children, their collective training plays an important role. Because children with high intelligence, medium intelligence, and low intelligence participate in the team. For example, in games such as “mystery box”, “color album”, “lotto”, “puppet theater”, “very important box”, “booklet about me”, which they often play, or when talking about what they see in a picture, when hearing a fragment from a familiar work and naming it, when continuing a familiar fairy tale or story started by an adult, the readiness to accept the different views and thinking of others with the participation of other participants plays an important role.

In forming a culture of tolerance in children brought up in preschool educational organizations, it is important to create a program for systematizing and using interethnic experiences. In this process, it is of particular importance to generalize the experience of leaders, stylists, and educators serving in preschool educational organizations, scientific research of the educational process, and management of preschool educational organizations.