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Research Article

THEORETICAL DIRECTIONS OF EDUCATION OF ETHNO-**CULTURAL TOLERANCE IN YOUTH STUDENTS**

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ABSTRACT

Today, the world civilization as a whole is experiencing fundamental and very painful struggles related to the change of many fundamental value systems. Socio-cultural problems arising in the process of globalization significantly affect the forms of self-determination of individual people. In modern times, new types of self-identification of a person are being formed in culture.

KEYWORDS

At the same time, the globalized world turns it into many new informational, cognitive and practical interactions, and the goals and meaning of these interactions are relative, transitory.

Introduction

Types of social, national and cultural identity are also undergoing serious changes. This growth of cultural and socio-psychological diversity is by no means a coordinated process. Behind it lies the global phenomenon of the destabilization of the relationship between the individual and society, the decline of the individual's social identity. At the same time, the globalized world turns it into

many new informational, cognitive and practical interactions, and the goals and meaning of these interactions are relative, transitory. This situation can also be defined as a crisis of human intention and its institutional foundations.

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Modern society is characterized by deep social differences that affect the development of individual value orientations:

- between educational values and personal values:
- -universal values and values of modern society;
- -societal values and current education system etc.

Today. within the framework of the modernization of education, we hope to get rid of material culture, form an ideological culture, and lay a foundation for traditional national values and requirements. At the same time, we must remember that education as a socio-cultural phenomenon contributes to the economic, social, cultural activity and development of society in general, and of each individual in particular. . organizes and manages objectively important processes of education.

The current state of the need for cultural education in the world is determined by the acceleration of historical dynamics, the global development of cultural images, the norms of social prestige, and the actualization of the process of group and individual identification. The increasing role of sociocultural dynamics and the emergence of new forms and ways of being a person in a multicultural environment occur in the context of the transition to the late modern society, the strengthening of the processes of geographical and ecological-social mobility. At the same time, despite a certain tendency to unify culture, there is a diversity of cultural design in the world.

The ideas of pluralism, diversity of cultures implemented by modern science affected intercultural interaction and communication, where both sides of cultural interaction began to be recognized as equal, regardless of their development on a linear scale of development.

The analysis of philosophical and pedagogical literature allows to identify a number of indicators, as a result of which the formation of the culture of ethnocultural tolerance in the educational process of students is considered as a holistic education.

This process is characterized by the following features as a functional system:

- a) consists of interacting elements of the subject and the object of activity and is a certain whole. At the same time, the activity of the subject is considered as meeting the needs of learning the culture of different peoples, and the activity of the object is described as the resolution of conflicts such as natural and social, ordinary and unusual, random and regularity between the form of expediency and purpose;
- b) each element of the system of education of ethnocultural tolerance in the student is determined by its functional relation to the other. Thus, the subjective attitude to objects reflects the degree of manifestation of ethnocultural tolerance in activities as an element of integral relations;
- v) the most important task of the activity is the continuous development of a person in society,

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his positive attitude towards representatives of different nationalities.

A personal-active approach is important for the education of ethnocultural tolerance, where the individual is the main figure of the educational process. A person cannot act as a means of implementing pedagogical programs until it becomes his goal (motive, need, interest).

Education and training is based on educational material, which includes subjects of education (students and teachers) in the process of its selection.

As a result, the moral self-development of the student, the teacher and the interacting group as a whole takes place on the basis of the subjectsubject approach.

Here, the approaches used in pedagogical research in recent years, which are important in educating students and youths' ethnocultural tolerance, have an effective place.

In this:

- pedagogical interaction based on the dialogue of cultures;
- problematic for the purpose of personal development;
- personalization the interaction of individuals, taking into account the personal cultural experience of all subjects of the pedagogical process;

individualization identification and development of general and special abilities, selection of educational content, forms and methods suitable for individual capabilities.

In general, the personal-activity approach in education means that in this process, the main task of education is set, and the creation of conditions for the development of a socially active, professionally competent, morally perfect person and the activation of internal resources are decided. In order to implement the individualactivity approach, it is necessary to move from the mastery of separate academic subjects to the interdisciplinary study of complex real situations. Accordingly, actions and operations specific to each educational subject should be supplemented with universal (meta-subject) educational actions.

The personal-activity approach is aimed at educating ethnocultural tolerance, forming civic identity, and helps guide and monitor the value directions included in the new generation of modern educational standards.

From this point of view, the components that form the personality, create all the necessary conditions for its self-development and selfexpression are of great importance. The traditional organization of education promotes the manifestation of all new things in this system. which becomes the main stage of the holistic educational process for further development of the individual. Person-oriented education and training is based on the principle of recognition of variability, the content and forms of the

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educational process, the choice of which should be made by the teacher, taking into account the goal of each individual's development.

Focusing on the approaches mentioned above, it is possible to distinguish the tendency of the epistemological direction (epistemology - theory of knowledge). This trend allows us to consider this phenomenon from the point of view of moral and aesthetic knowledge of the world, to establish the connection between object and subject, external and internal. At the same time, it is necessary to take into account the knowledge of the aesthetic characteristics of one's own culture and moral elements as the basis of the criterion of the structure of tolerance. The determined trend is expressed in such principles as the definition of ethics and aesthetics in the development of personality, the interaction of their intellectual, emotional and communicative qualities from the position of unity, integrity and expressiveness.

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