

MODERN PSYCHOLOGICAL AND PEDAGOGICAL APPROACHES TO RESEARCHING AND DIAGNOSING STUDENTS’ TOLERANT BEHAVIOR

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Abstract: *The article examines modern psychological and pedagogical approaches to researching and diagnosing students’ tolerant behavior in higher education. The relevance of the research is determined by the increasing social, cultural, and linguistic polyphony of the student environment. The main theoretical approaches to understanding tolerance as an integrative personal education are revealed. Special attention is paid to the diagnostic methods used in pedagogical practice. Recommendations for a comprehensive assessment of the level of formation of students’ tolerant behavior are presented. The research results can be used in the educational process of higher educational institutions.*

Keywords: *tolerance, tolerant behavior, students, diagnostics, psychological and pedagogical approach, higher education*

Introduction

In the context of globalization, the expansion of academic mobility, and the strengthening of intercultural contacts, the problem of forming and diagnosing students’ tolerant behavior is becoming particularly relevant. Modern higher education is oriented not only towards professional training, but also towards the development of socially significant personal qualities, among which tolerance occupies one of the key places [1; 112-115].

Tolerance is considered as an integrative personal education that includes cognitive, emotional-value, and behavioral components that ensure constructive interaction of the individual in a multicultural environment [2; 48-52]. In the student environment, tolerant behavior manifests itself in readiness for dialogue, respect for other views, cultural and social differences [12; 5-7].

Uzbek researchers emphasize that the formation of tolerance in students is an important task of the state educational policy aimed at fostering a socially mature and civically responsible individual [11; 16-18].

Main part

Purpose of the research

The purpose of the article is to analyze modern psychological and pedagogical approaches to the study and diagnosis of students’ tolerant behavior, as well as to summarize the effective diagnostic methods used in the higher education system.

Research methods

The study used theoretical methods of analysis, generalization, and systematization of scientific sources, as well as psychological and pedagogical diagnostic methods: questionnaires, testing, observation, and the expert evaluation method [2; 96-101].

Theoretical psychological and pedagogical approaches

From the standpoint of a personality-oriented approach, students' tolerant behavior is considered as a result of individual development of personality, mediated by the educational environment of the university [1; 214-217]. The competency-based approach emphasizes the formation of social and communicative competencies that ensure successful intercultural interaction [12; 12-14].

In the research of Uzbek authors, tolerance is interpreted as a socially significant quality formed in the process of purposeful pedagogical influence, including the educational and extracurricular activities of students [3; 6-8]. At the same time, a special role is assigned to the educational environment as a space for the socialization of the individual [4; 113-115].

Diagnosing students' tolerant behavior

Diagnosing tolerant behavior involves the use of a complex of methods aimed at identifying cognitive attitudes, emotional attitudes, and behavioral reactions of students [2; 96-101]. Among the most common methods are questionnaires, psychological testing, observation, and analysis of pedagogical situations [6; 88-90].

Studies show that the combination of quantitative and qualitative diagnostic methods allows for obtaining more objective data on the degree of tolerant behavior formation [8; 103-105]. In particular, situational tasks and the expert evaluation method contribute to the identification of behavioral manifestations of tolerance in real communication situations [5; 43-45].

Pedagogical recommendations

Uzbek researchers emphasize the expediency of integrating tolerance diagnostics into the content of humanities and language disciplines, which contributes to the development of empathy and intercultural sensitivity among students [9; 31-33]. In addition, an important condition is the systematic implementation of diagnostic procedures in dynamics, which allows tracking changes in students' personal characteristics [7; 59-61].

Research results

Analysis of scientific sources has shown that the most effective is the comprehensive psychological and pedagogical diagnostics of students' tolerant behavior, based on the integration of various theoretical approaches and methods [2; 148-150]. This approach allows for the identification of both the general level of tolerance and individual problematic components requiring pedagogical correction [3; 9-10].

Conclusion

Thus, modern psychological and pedagogical approaches to the study and diagnostics of students' tolerant behavior provide a scientifically based basis for its formation in the higher education system. The comprehensive nature of diagnostics contributes to increasing its reliability and practical significance [8; 106-107]. The obtained conclusions confirm the need for a systematic introduction of diagnostic procedures into the educational process of the university in order to educate a tolerant, socially responsible personality of the future specialist [13; 52-55].

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