Reflection of the Ethno-Cultural Component and Education of a Tolerant Personality in Learning English

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Abstract: Culture does not exist outside of its living carrier – an individual assimilates it through language, education, and communication. The unity of the general cultural, socio-moral and professional development of the individual meets the requirements of the widely promoted "humanitarian culture". The language training system should be personality-oriented and capable of preparing a cultural, educated, intelligent, and creative person. By studying English, students get acquainted with the cultural aspects of the countries of the language being studied, countries where English is the official language, becoming familiar with the global culture.

Keywords: native speakers, humanitarian sciences, global culture, moral qualities, tolerance, mutual understanding, phenomenon, ethnicity, potential, English-speaking countries.

One of the goals of teaching foreign languages in modern conditions is to foster respect for morals, norms, and the specifics of the behavior of representatives of other cultures. In the modern situation, characterized by frequent manifestations of xenophobia, purposeful education of the culture of interethnic relations through the study of traditions and customs of ethnic groups remains a rare phenomenon in pedagogy.

When analyzing national problems, tolerance implies not only patience, but also knowledge of the culture of other peoples, respect and sincere interest in it, and mutual enrichment of cultures on general civilizational principles. Therefore, it is relevant to introduce methods of multicultural pedagogy, introducing to world culture through understanding the characteristics of individual ethnic groups, based on the dialogue of macro-and subcultures, carried out in the process of teaching humanities. Such training and education are based on the following pedagogical principles:

➢ education of human dignity and moral qualities;

➢ Education for coexistence with social groups of different races, religions, and ethnic groups.

The tasks of multicultural pedagogy include:

a) formation of ideas about the diversity of cultures and their interrelationships;

b) promoting awareness of the importance of cultural diversity for personal self-realization;

c) fostering a positive attitude towards cultural differences;

d) formation of tolerant consciousness of students as a means of preventing extremism,

e) national, racial, and religious hatred;

f) development of skills and interaction skills of speakers of different cultures based on tolerance and mutual understanding

In the process of fostering tolerance for other ethnic groups, tolerance for other cultures is

only the beginning. This should be followed by understanding, respect, and, finally, active solidarity, and readiness to communicate with representatives of different peoples. Students can get acquainted with the cultures of various countries, communicate directly with their native speakers, and tell them about the culture and customs of the people of the European countries. The English language becomes a means of international communication and a means of knowing one's own culture and comparing it with other cultures.

One of the goals of learning English is, first of all, to familiarize students with the specifics of English-speaking culture. Of course, the teacher's goal is not to instill English or American culture and worldview in students, but the healthy things they contain can help young people find themselves, develop the ability to apply to complex social changes, and develop certain life guidelines that will help them find their place in a changing society. In the process of getting acquainted with the culture of English-speaking countries, the specifics of their culture, traditions, and customs are compared and compared with the native cultures of students.

By studying a foreign language, students gain the skills to comprehend linguistic and cultural objects. The psychological aspects of learning a foreign language, and with it a foreign culture, are associated with certain issues, without clarifying which it is impossible to analyze national and ethnic consciousness. Analyzing the existing interpretations of "ethnicity", a new understanding of the most significant categories is needed. It is primarily about "national-ethnic identity", "national character", "mentality". The national character can be interpreted as a set of certain norms of behavior and systems of value orientations implemented in real actions.

An acquaintance of students with the ethnocultural component can occur during the study of not only regional topics. Teaching English in a multinational group implies the formation of students' ideas about the peculiarities of mentality, national character, ideals, moral principles, and elements of the everyday culture of representatives of different nationalities. Topics such as "Family and household culture of the peoples of Russia and English-speaking countries", "National cuisine of the peoples of Russia and the countries of the studied language", "Ethnic values of world religions", and "Etiquette and customs of different peoples", contribute to the comparative analysis by students of various aspects of their own culture and the culture of the countries of the studied language. These topics are adapted by us to the conditions of learning English in a multinational group.

Teaching and upbringing based on national and spiritual traditions and customs imply a constant dialogue, the organization of which requires the creative qualities of a teacher and his openness to cultural diversity. To foster tolerance towards people of another culture, such methods as dialogue, discussions, role-playing games, and reflexive methods are most often used. Of course, after getting acquainted with the customs of another nation, the student will not be able to immediately develop a tolerant attitude towards them, but the information received will allow him without stereotypes, to evaluate the culture of other people in a new way. It is known that thematic lectures, the study of customs, and etiquette are effective for socio-cultural identification of a person; heuristic conversations and work with sources are effective for mastering the concepts of multiculturalism; dialogue and communicative training are effective for developing intercultural communication skills. Awareness of the priority of humanistic learning goals over pragmatic ones implies a significant change in both traditional and intensive forms of educational activity. In the process of teaching English, the number of methods and forms used is expanding. When educating ethnic tolerance and studying other cultures, traditions, and customs, such means as acquaintance with art and folklore are effective. It is necessary to use the potential of educational literature and the

Internet.

The specifics of learning English are distinguished by their communicative, dialogical orientation, which is reflected in the methods and forms of classes. Role-playing games are held in the lessons, simulating certain situations, as a rule, united by a plot. The ethics of interethnic communication is manifested in respect and attention to the participants. Role-playing games that reflect the national customs of the countries of the studied language are widely used. To expand knowledge about the traditions of the UK and compare them with their national traditions, a role-playing game "New Year in the UK" can be offered. Ethnocultural and sociocultural components are well reflected in such a role-playing game as "Public Holidays of America", which allows students to learn more about the traditions of the country of the language being studied and compare them with their holidays. In the course of these games, where students act as Americans, students are provided with conditions for reflection on ethnocultural components. Role-playing games carry elements of patriotism and tolerance and respect for another culture. "Foreigners", according to the scenario, should tell the guests about this holiday, and the traditions associated with it, and answer the questions of the "guests". In turn, "guests" from Asia talk about similar traditions of their country.

Thus, active teaching methods that have a communicative orientation and reflect the regional and ethnocultural components of the discipline English, contribute to the motivation of students to learn the language in a school with an ethnocultural component. The teaching of this discipline based on a national-cultural orientation makes it possible to determine the pedagogically appropriate content of educational and educational work based on the synthesis and interpenetration of cultures of different peoples and cultures of English-speaking countries. If this condition is met, the formation of a high culture of relations to one's own and other peoples will be effective.

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