THE ROLE OF TOLERANCE IN TEACHING ENGLISH LANGUAGE
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There are more than 130 nationalities in Uzbekistan and it means we live in a multicultural society. In multi-ethnic countries unity and tolerance are important and one of the ways to foster these is through educational policy which acknowledges country's diverse cultural values.

First of all we must understand the meaning of   the word tolerance which gives more definitions. Tolerance is "putting up with something you do not like, often in order to get along better with others" [1]. Recently, the concept of "tolerance" is increasingly used – in the scientific literature, journalism, politics, education, and even at home. Many researchers in different scientific fields: political scientists, lawyers, sociologists, philosophers, psychologists, educators, cultural studies experts studied tolerance in their work.

Before exploring other cultures, learners must first become familiar with what it means to be part of their own culture. By discussing the values and customs they take part in unconsciously, they feel ready to reflect upon the values and traditions of others "with a higher degree of intellectual objectivity" [5].

Incorporating the culture of the target language in the language teaching programs aims at developing a culturally competent individual. Cultural competency may be defined as "the ability to identify and challenge one's own cultural assumptions, one's values and beliefs. It is also about developing empathy and connected knowledge, the ability to see the world through another's eyes, or at the very least, to recognize that others may view the world through different cultural lenses" [7]. It is also assumed as the ability to work effectively across cultures, understand the dynamics that emerge because of cultural differences and create processes to accommodate people from diverse cultural settings. [6]. Culturally competent individuals demonstrate more open behaviors, greater flexibility and non-judgmental perceptions in professional and social contexts. Though, importantly, cultural competency requires more than practicing tolerance, the notions are interconnected. Developing cultural competency can serve as a mechanism of fostering tolerance in culture-based foreign language teaching and learning.

Culture has a humanizing and a motivating effect on the language learner and the learning process. Students are generally predisposed to negative attitudes towards both the target culture and the language they learn. Culture literacy, therefore, is there to "refine the self so that it can take a more universal and less egoistic form" [1]. Teaching culture raises understanding of and reduces prejudice towards other cultures and peoples. By emphasizing the cultural content, teachers can help students to accept existing cultural differences among peoples and defeat stereotypes.

By focusing on the characteristics and traits that are important to the members of the target community teachers can make students aware that there are no such things as superior and inferior cultures and that there are differences among people within the target culture, as well. Teachers' task is to stimulate students' interest in the target culture, and to help establish the foreign language classroom "not so much as a place where the language is taught, but as one where opportunities for learning of various kinds are provided through the interactions that take place between the participants" [3].

Culture influences language teaching in two ways: linguistic and pedagogical. Linguistically, it affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of the language materials. Cultural content of the

language materials is to be taken into consideration while deciding upon the language class materials.

Teachers need to make culture learning a consistent component of their language classes. The goal is to improve the English-speaking abilities of the students while making them more aware of the importance of intercultural proficiency and stimulating their interest in foreign cultures. Students should view English as not a series of grammar rules to memorize for tests, but also as "a language of world citizenship for learning about our global village" [2]. The activities in class, therefore, should strengthen intercultural understanding while correcting or confirming notions we may have of other cultures. "Culture should be our message to students and language our medium" [4].

A university foreign language classroom today tends to become an educational environment where learning a foreign language through culture offers specific ways of dealing with challenges of diversity. Developing tolerance as one of adaptogenic character qualities occurs through everyday interactive teaching practices promoting tolerant behaviors, empathy and cooperation in the atmosphere of trust and respect.

In the process of teaching a foreign language with multi-cultural students, we should pay attention to the pedagogical conditions of tolerance formation in foreign language environment. This involves the development of students' emotional stability in teaching and learning activities, encouraging fluency in foreign language by modern pedagogical technologies and further development of foreign language skills; intensive introduction of interactive forms of teaching; development of skills for self-analysis and self-criticism; promoting social citizenship, proactivity, adaptability and optimism.

<div align="center">References</div>

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