



# PEDAGOGICAL FOUNDATIONS FOR DEVELOPING TOLERANCE AND INTERETHNIC RELATIONS CULTURE AMONG STUDENTS

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## Abstract

This article analyzes the theoretical foundations, pedagogical conditions, and effective approaches to developing interethnic communication culture among students. It highlights the role of socio-psychological factors of the educational environment, the pedagogical competence of teachers, and the importance of interactive technologies in the learning process. The study emphasizes that fostering tolerance, empathy, and intercultural competence among students is essential in ensuring effective communication in multicultural settings.

**Keywords:** Interethnic communication, communication culture, intercultural communication, pedagogical conditions, socio-psychological environment, tolerance, cultural competence, communicative competence, interpersonal relations, socialization process, multicultural education, national values.

## Introduction

In contemporary conditions, fostering interethnic harmony, tolerance, and communication culture in the worldview of the younger generation, particularly students, has become one of the most pressing issues. A healthy culture of communication among representatives of different nations and cultures ensures social stability and cohesion in society. Therefore, pedagogical approaches aimed at developing students' interethnic communicative competence are of great importance in higher education.

In the context of globalization, rapid development of information and communication technologies, and increasing international integration, the development of interethnic communication culture has become a critical pedagogical issue. Students in higher education institutions must acquire



tolerance, empathy, and communicative competence to effectively interact with individuals from diverse cultural, linguistic, and social backgrounds. Therefore, the formation and development of interethnic communication culture is considered a priority direction of modern education systems.

### **Theoretical Foundations**

Interethnic communication is defined as a process of interaction among representatives of different nations, ethnic groups, and cultures based on mutual respect, understanding, and cooperation. It encompasses not only linguistic skills but also cultural, ethical, and psychological aspects.

Scholars such as Geert Hofstede, Edward Hall, and A. Shukurov emphasize that the foundation of intercultural communication lies in empathy, tolerance, and cultural sensitivity. Developing these qualities in students is a key objective of education, as it prepares them for open and effective communication in multicultural environments.

The theoretical basis of interethnic communication culture is reflected in various scholarly works. For example, Milton Bennett's Developmental Model of Intercultural Sensitivity explains the transition from ethnocentric to ethnorelative perspectives. Hofstede's cultural dimensions theory analyzes differences between national cultures through categories such as individualism versus collectivism, power distance, and uncertainty avoidance.

Edward T. Hall's theory of high-context and low-context cultures explains the role of implicit and explicit communication, helping to prevent misunderstandings in intercultural interactions. Lev Vygotsky's sociocultural theory highlights the importance of social interaction in cognitive and language development, emphasizing the role of collaborative learning in developing intercultural competence.

Jerome Bruner's dialogic approach to education underscores the importance of communication in the learning process, while Gordon Allport's contact hypothesis suggests that positive and equal interaction among different cultural groups reduces stereotypes and enhances tolerance. Henri Tajfel's social identity theory explains how group belonging influences attitudes toward others, highlighting the importance of forming a positive social identity in students.



Developing interethnic communication culture among students requires several key pedagogical conditions. First, it is essential to integrate an intercultural approach into the educational process. Including topics related to the history, traditions, and values of different cultures in curricula enhances students' cultural awareness. Second, the use of interactive teaching methods proves highly effective. Methods such as debates, role-playing, case studies, and training sessions help develop empathy, active listening, and constructive communication skills. Third, encouraging students to participate in international projects, academic exchange programs, and multicultural group activities provides opportunities to apply intercultural competencies in real-life situations. Fourth, creating a socio-psychological environment that promotes tolerance and respect is crucial. Ensuring a positive psychological climate in higher education institutions helps combat discrimination and stereotypes, thereby strengthening interethnic harmony.

The study employed various research methods, including analysis of scientific and pedagogical literature, comparative analysis, observation, and evaluation of interactive teaching methods. These methods helped identify key factors influencing the development of interethnic communication culture among students. The development of interethnic communication culture is a gradual process influenced by knowledge, experience, social environment, and personal values. It typically occurs in three stages: cognitive stage – acquisition of theoretical knowledge about intercultural communication and tolerance, Emotional-evaluative stage – formation of positive attitudes, empathy, and respect toward other cultures, practical stage – development of communication skills through participation in social and cultural activities.

### **Results and Discussion**

The research findings indicate that the development of interethnic communication culture significantly enhances students' empathy, tolerance, and communication skills. It reduces stereotypes and promotes positive interpersonal relationships, contributing to social integration and stability.

Empathy strengthens mutual understanding and trust in interpersonal relations, while tolerance helps prevent conflicts and encourages respect for diversity.



Effective communication skills enable students to express ideas clearly, engage in constructive dialogue, and achieve mutual understanding.

Interactive teaching methods, group discussions, role-playing activities, and project-based learning have proven to be particularly effective in fostering these competencies. Additionally, creating a supportive socio-psychological environment and promoting democratic communication practices play a vital role in this process.

The results align with existing theories of intercultural communication, confirming that the development of interethnic communication culture requires a combination of cognitive, emotional, and practical approaches.

## **Conclusion**

In conclusion, developing interethnic communication culture among students is a socially significant priority in modern education. It plays a crucial role in ensuring social stability, harmony, and effective interaction among representatives of different cultures.

Higher education institutions must create pedagogical conditions that promote intercultural dialogue, tolerance, and mutual respect. This includes implementing interactive teaching methods, fostering a positive learning environment, and encouraging students' active participation in multicultural activities.

Ultimately, the development of interethnic communication culture contributes to students' personal and professional growth, enabling them to become competent, open-minded, and socially responsible individuals capable of functioning effectively in a globalized world.

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