



THE ROLE OF SOCIAL AND HUMANITIES DISCIPLINES IN FOSTERING TOLERANCE AMONG THE YOUTH OF NEW UZBEKISTAN

Lola Babakhodjaeva

Doctor of Historical Sciences, Acting Professor of the Department of Social Sciences, National Pedagogical University of Uzbekistan named after Nizami

Table with 2 columns: ABSTRACT and KEYWORDS. The abstract text describes the article's focus on social and humanities disciplines in fostering tolerance. The keywords list includes: Tolerance, social and humanities disciplines, youth, New Uzbekistan, spirituality, education, humanism.

Introduction

In the context of dynamic global changes, increased intercultural and interethnic interactions, and the growing importance of youth as bearers of the state's future, the task of fostering tolerance as a value-based and behavioral quality becomes particularly relevant. The Republic of Uzbekistan, pursuing a course toward building a society of New Uzbekistan, considers the formation of respect for diversity, interfaith and interethnic harmony among young people as a key priority. In this context, Social and Humanities Disciplines (SHD)—such as history, civics, cultural studies, religious studies, and human rights—play an important role in the pedagogical and educational process.

The purpose of this article is to analyze the role of social and humanities disciplines in fostering tolerance among the youth of Uzbekistan, identify the mechanisms of this impact, and discuss recommendations for enhancing their educational potential.

Theoretical Overview. Tolerance is understood as a readiness to recognize and respect the diversity of cultural, ethnic, religious, and other characteristics of other people, mutual respect, and coexistence within a society. For example, authors emphasize that tolerant behavior contributes to mutual understanding, consensus-building, and overcoming confrontation. In the context of Uzbekistan, it is

noted that the political-legal framework and state policy include provisions for ensuring interethnic and interfaith harmony.

Social and humanities disciplines have a dual function: they provide knowledge about the socio-humanitarian field, history, culture, legal norms, and simultaneously fulfill an educational, value-oriented role. By studying the history and culture of various peoples, the rights and duties of citizens, the principles of democracy and human rights, values of respect, responsibility, and civic engagement are developed.

In Uzbekistan, in particular, the model of a "civic culture of the individual" is considered as the result of the interaction between the educational and upbringing activities of SHD and other institutions [1]. The Role of Social and Humanities Disciplines in Fostering Tolerance Among the Youth of Uzbekistan, pedagogical and content-related aspects:

1. Course content: Studying the historical experience of multinational Uzbekistan, traditions of interethnic coexistence, and cultural diversity helps to form an understanding that diversity is not a threat but a resource. For example: "representatives of more than 130 nations and nationalities live in our country."

2. Teaching methods: The inclusion of interactive forms (projects, discussions), interdisciplinary connections, and cultural-educational activities helps young people not only acquire knowledge but also develop empathy and a tolerant attitude.

3. Educational activities: Through SHD, educational tasks such as civic activity, interfaith dialogue, and respect for human rights are realized. State policy emphasizes that a culture of tolerance is an important element of a harmonious society and that its education should begin from an early age [2,3]. Practical initiatives and results: In Uzbekistan, the state strategy includes directions for strengthening interethnic harmony and religious tolerance, creating a favorable environment for SHD work [4]. Research on the theoretical foundations of fostering tolerance among students in Uzbekistan notes that, although the overall situation is favorable, tolerance cannot yet be considered an integral part of young people's character.

Obstacles and challenges: despite the existence of programs and materials, the methodological base of SHD teaching may be insufficiently oriented toward developing value-based attitudes of tolerance; young people are influenced by global factors—social media, migration, cultural globalization—requiring adaptation of approaches; uneven implementation of educational models across regions (methodology, human resources, infrastructure); FORMING tolerance is a long-term process requiring not only education but also practical experience of intercultural interaction[5].

Recommendations: Integrate tolerance modules into SHD programs: Develop educational blocks aimed at intercultural understanding, civic responsibility, and human rights; Develop active teaching methods: Project work, research, discussions, exchanges between schools/universities, participation in interethnic and interfaith events; Improve qualifications of SHD teachers with an emphasis on developing tolerant values among students and schoolchildren; Create an environment for intercultural and interethnic interaction: Clubs, forums, volunteer programs, youth social activity practices; Monitor and evaluate results: Sociological surveys, research on value orientations, levels of tolerance among youth, adjusting programs based on data [6,7].

Conclusion

Social and humanities disciplines play a key role in fostering tolerance among the youth of New Uzbekistan. Through content, methodology, and educational activities, they create conditions for developing the values of respect for diversity, interethnic and interfaith harmony. At the same time, effectiveness depends on methodological support, active methods, the creation of an interaction environment, and outcome assessment. Implementing the recommendations will strengthen the educational potential of SHD and contribute to forming mature, tolerant youth ready to live in a multi-ethnic, multi-faith society.

References

1. Абдурахманова, Д.М. Толерантность как социально-нравственная ценность в современном обществе. – Ташкент: Фан, 2020.
2. UNESCO. Teaching Tolerance and Respect for Diversity: A Framework for Teachers. – Paris: UNESCO Publishing, 2019.
3. Закон Республики Узбекистан «Об основах государственной молодежной политики» от 14 сентября 2016 года № ЗРУ–406.
4. Tolerance in Education: Global Trends and Local Practices. – Tashkent: International Institute for Central Asian Studies, 2022.
5. Абдурахимова, Н.К. Интеркультурная коммуникация и преподавание общественных дисциплин. // Образование и инновации. – 2023. – №4. – С. 30–35.
6. Хужаназаров А.З., Алламуратов Ш.А. Система здравоохранения в Узбекистане: проблемы и реформы //Бюллетень науки и практики. – 2021. – Т. 7. – №. 2.
7. Sadokat S. NAVIGATING THE DIGITAL FRONTIER: UNDERSTANDING DIGITAL CIVILIZATION AND TRANSFORMATION //Science and innovation. – 2024. – Т. 3. – №. Special Issue 18. – С. 698-702.
8. Ugli, S. S. A. (2020). Philosophical and moral significance of IBN'S work" Al-adab Al-kabir. Asian Journal of Multidimensional Research (AJMR), 9(2), 261-264.
9. Saidov, S. (2023). THE SIGNIFICANCE OF MUNJIK TERMIZI HERITAGE IN THE DEVELOPMENT OF ISLAMIC SCIENCES. Oriental renaissance: Innovative, educational, natural and social sciences, 3(5), 5-8.