

The Importance of Personal Tolerance in Learning a Foreign Language

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Abstract. This article examines the role of tolerance in the learning process. It also presents the results of a survey conducted by the authors of this article to determine the degree to which tolerance influences students' mental states and the success of learning foreign languages. The survey results revealed a high direct correlation between the degree of personal tolerance and the degree of cognitive activity, learning motivation, acquisition of a foreign language, and a reverse correlation with anxiety and anger levels. Based on the survey findings, the authors conclude that personal tolerance is important for learning foreign languages. In their view, the existence of a strong correlation between tolerance and students' mental states, which affects learning success, indicates that it is important to pay attention to this causality when designing educational processes and methodologies. In the educational process, the emphasis must be placed on developing and strengthening individual tolerance.

1 INTRODUCTION

Second language skills are one of the most important determinants of individual cognitive processes, conditions for successful adaptation in society, and building competitive skilled workers in the sphere of social production and services. There are many research studies on factors affecting foreign language learning processes. However, further studies in this area are still relevant. In our view, the success of foreign language learning depends on the individual's tolerance level. After all, a tolerant environment, as well as the tolerance levels of teachers and students, undoubtedly play a significant role in the training of mentally mature and achievement-oriented specialists.

Tolerance, being a condition of social harmony, benefits respect for other ethnicities and their languages. It facilitates the development of independent thinking skills, productive learning, critical thinking, and judgment making based on

moral principles among students [Djalalov U.D., Abidova Z.A. (2020).]. The role of tolerance in the learning process suggests its potential influence on the foreign language learning process. In this regard, we conducted a survey to identify the efficiency of tolerance level on students' mental states and educational success, and thus, tried to identify the importance of personal tolerance in learning foreign languages.

2 METHODS

A survey of 180 secondary school students (grades 9-11) was conducted to assess tolerance levels. The Z.A. Abidova Self-Assessment of Tolerance Level methodology was used to identify tolerance levels and assess emotional, cognitive, and behavioral components of tolerance. These components have static and dynamic parameters on scales for "I – for myself," "I – for others," and "Perfect I." The methodology can be used for self-assessment or to

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monitor the effectiveness of tolerance development programs.

The Spilberg-Andreeva Educational Motivation and Emotional Attitude to Learning methodology was used to assess mental states. This methodology is based on C.D. Spilberg's questionnaire, which examines levels of cognitive activity, anxiety, and anger as current status as well as individual characteristics (State-Trait Personality Inventory). A.D. Andreeva modified the questionnaire to examine emotional attitude (1987). The methodology can be used to identify levels of psychological attributes such as cognitive activity, achievement motivation, anxiety, anger, and educational motivation at various stages of the educational process. Assessed universal learning activity includes personal learning activity, meaning-making, and school motivation.

A test was also conducted to determine the acquisition quality of foreign language learning. Students were split into two groups based on their tolerance level, and cognitive activity, learning motivation, emotional attitude to learning, and performance levels of foreign language learning were compared between participants with high tolerance

levels and low tolerance levels. The Kolmogorov-Smirnov test was used to check the distribution structure of the collected series, and the value in many parameters was $p < 0.05$.

Because the variables diverge from standard distribution, non-parametric tests were used to conduct the analysis. The Mann-Whitney U-test was used to compare results from the two groups, and the Spearman rank correlation coefficient was used to conduct correlation analysis r_s .

3 RESULTS AND DISCUSSION

Following the results of the tolerance level self-assessment, the survey participants were divided into two groups:

- Group 1: Participants with high tolerance levels (n = 72; 40%)
- Group 2: Participants with low tolerance levels (n = 108; 60%)

The results of data wrangling from the two groups using the methodology "Educational motivation and emotional attitude to learning" are demonstrated in the table below (Table 1).

Table 1: Educational motivation and emotional attitude to learning among students with high and low tolerance levels

| Scale | | High tolerance level | Low tolerance level |
|------------------------|--------|----------------------|---------------------|
| Cognitive activity | High | 54% | 42% |
| | Medium | 46% | 56% |
| | Low | 0% | 3% |
| Achievement motivation | High | 38% | 22% |
| | Medium | 54% | 75% |
| | Low | 8% | 3% |
| Anxiety | High | 17% | 25% |
| | Medium | 63% | 64% |
| | Low | 21% | 11% |
| Anger | High | 29% | 39% |
| | Medium | 38% | 47% |
| | Low | 33% | 14% |

As shown in the table, high cognitive activity is observed among the majority of participants with high tolerance level (54%), and low cognitive activity is not observed. While medium level of cognitive activity is observed among the majority of

participants with low tolerance level (56%), and low level of cognitive activity is observed in 3% of participants. Nevertheless, the analysis of secondary assessment using the Mann-Whitney U-test has shown that the variance between the two groups in the

cognitive activity scale is not significant ($U = 372.5$; $p > 0.05$).

Achievement motivation in the educational process remains relevant. It is often seen as a problem of cognitive interest. The success of the learning process depends on various psychological and educational aspects, which are considered to be socio-psychological and socio-educational. The motivational power and its structure have a clear effect on the success of learning activities. The results of our survey revealed that achievement motivation among the majority of participants in the two groups was at a medium level (54% and 75%, respectively). The variance is also not significant ($U = 386.5$; $p > 0.05$).

Emotional suffering, anxiety, discomfort, and uncertainty about their well-being, which can be treated as symptoms of anxiety, can all be categorized as basic negative forms of behavior. The anxiety scale, as well as the previous scale, was at a medium level among the majority (63% and 64%, respectively) in both groups compared. Although high anxiety was observed among 17% of participants with high tolerance level and 25% of participants with low tolerance level. Low anxiety was observed among 21% of participants with high tolerance level and 11% of participants with low tolerance level. The

variance between the anxiety scales of the two groups is not significant ($U = 368.5$; $p > 0.05$).

In fact, anger indicates aggression. Some forms of aggression are common to the majority of teenagers. However, it should not be overlooked that aggression as a persistent form of behavior among a certain category of teenagers not only persists but also develops, transforming into a persistent form of behavior. As a result, the teenager's productive potential decreases, their ability to communicate well is constricted, and their personal development is deflected. An aggressive child is a problem not only for those around them but also for themselves.

High anger was observed in 29% of participants with high tolerance level, 38% with medium level, and 33% with low level. While 39% of participants with low tolerance level showed high anger level, 47% showed medium level, and 14% showed low level. The variance between the anger scales of the two groups is also not significant ($U = 344.5$; $p > 0.05$).

Educational motivation is a combination of internal and external motivators that encourage learners to engage in learning activities. Educational motivation among participants with high and low tolerance levels is shown in the histogram below (Figure 1).

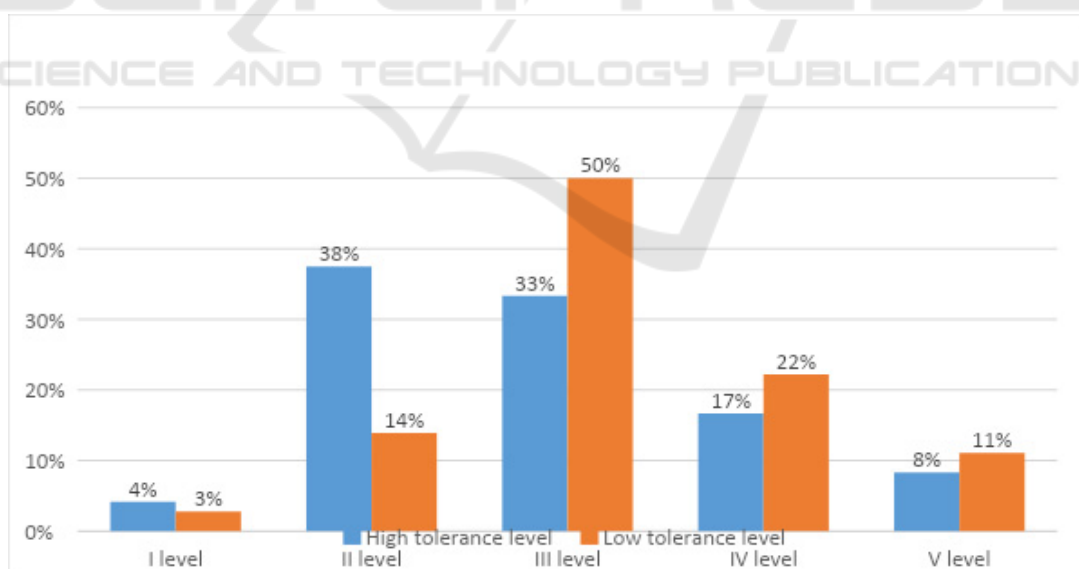


Figure 1: Educational motivation among participants with high and low tolerance levels.

I. Level 1, which indicates productive motivation with outspoken dominance of cognitive motivation to learning and positive emotional attitude to it, was observed among 4% of participants with

high tolerance level and only 3% of participants with low tolerance level.

II. Level 2 that demonstrates productive motivation, positive attitude to learning, coherence with social

norms was observed among 38% of participants with high tolerance level and among 14% of participants with low tolerance level.

III. Level 3 – average level with mildly reduced cognitive motivation was observed among 33% of participants with high tolerance level, and among 50% of participants with low tolerance level.

IV. Level 4 – reduced motivation, experiencing “scholastic tedium”, negative emotional attitude to learning was observed among 17% of participants with high tolerance level and among 22% of participants with low tolerance level.

V. Level 5 – animus toward learning was observed among 8% of participants with high tolerance level and among 11% of participants with low tolerance level.

Despite the fact that the majority of participants with high tolerance level had a productive motivational level to learning than among participants with low tolerance level, the secondary data processing analysis did not show a significant difference ($U = 312.5$; $p > 0.05$). The analysis to identify the link between psychological state and tolerance level using Spearman's ranks correlation coefficient (r_s) revealed significant positive correlation dependence between tolerance level and cognitive activity. The higher the

tolerance level, the more cognitive activity ($r_s = 0.302$; $p < 0.05$).

There is also a significant negative correlation dependence between tolerance level and anger. The higher the tolerance level, the less anger ($r_s = -0.304$; $p < 0.05$). Negative correlation dependence also exists between tolerance level and anxiety, but this dependence is not significant. The higher the tolerance level, the less anxiety ($r_s = -0.215$; $p > 0.05$).

Generally, the level of motivation to learning has a positive correlation dependence with the tolerance level. The higher the tolerance, the higher the level of motivation to learning among participants of the survey ($r_s = 0.348$; $p < 0.01$). A test to identify the acquisition quality of foreign language learned was also conducted among participants of the survey. This test was conducted using an authorial questionnaire that was developed based on foreign language learning training curriculum.

The results of assessing the acquisition quality of foreign language learned show that in general, 38% of participants have a high level of acquisition, 30% have a good level of acquisition, and 32% have a low level. Further participants were split into two groups depending on tolerance level. The results are shown in the table below (Table 2).

Table 2: School performance in learning foreign language depending on pupils' tolerance level.

| Foreign language acquisition level | High tolerance level | Low tolerance level |
|------------------------------------|----------------------|---------------------|
| High level of acquisition | 50% | 31% |
| Medium level of acquisition | 29% | 31% |
| Low level of acquisition | 21% | 39% |

As shown in the table, the majority (50%) of participants with high tolerance level had a high level of foreign language acquisition, 29% had a medium level, and 21% had a low level. While the majority (39%) of participants with low tolerance level demonstrated a low level of acquisition, 31% had a high or medium level of foreign language acquisition. Despite the fact that the majority of participants with high tolerance level had a higher level of foreign language acquisition than participants with low tolerance level, secondary data processing analysis did not reveal a significant difference between them ($U = 326.5$; $p > 0.05$).

The analysis to identify the link between tolerance level and acquisition of foreign language level using Spearman's ranks correlation coefficient (r_s) identified a significant positive correlation dependence. The higher the tolerance level, the higher the foreign language acquisition level ($r_s = 0.255$; $p < 0.05$). Nevertheless, the variance between pupils with high and low tolerance levels is not significant. The correlation analysis shows a high level of correlation dependence. The higher the tolerance level, the lower the anger and anxiety levels and the higher the cognitive activity level, foreign language learning motivation, and acquisition.

4 CONCLUSION

Thus, the tolerance level has a high positive correlation with the cognitive activity level, foreign language learning motivation, and acquisition, and a negative correlation with anxiety level and anger. Based on the results of the survey, we can conclude that individual tolerance is important for learning foreign languages. The existence of a significant correlation between tolerance and the psychological state of students, which affects the outcomes of the learning process, indicates that it is important to focus on this causality and design educational methodologies that take it into account. In the educational process, it is important to focus on developing and strengthening personal tolerance.

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