

DEVELOPING TOLERANT THINKING IN PRE-SERVICE ENGLISH LANGUAGE TEACHERS THROUGH SOFT SKILLS-BASED PEDAGOGICAL TECHNOLOGIES

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Abstract. *This research investigates how soft skills-based teaching technologies help pre-service English teachers develop their capacity to think with tolerance. The research examines current teaching technologies which help future educators develop tolerant attitudes and critical thinking skills and empathetic abilities and intercultural understanding. The study results show that soft skills-based methods which include collaborative learning and reflective practice and intercultural communication training help develop tolerant attitudes in future English language teachers.*

Keywords: *tolerant thinking, soft skills, pedagogical technologies, teacher education, intercultural competence, professional development.*

Аннотация. *Данное исследование рассматривает интеграцию педагогических технологий, основанных на мягких навыках, в развитии толерантного мышления у будущих учителей английского языка. В исследовании анализируются современные педагогические технологии, способствующие формированию толерантных установок, критического мышления, эмпатии и межкультурной чувствительности у будущих педагогов. Результаты демонстрируют, что подходы, основанные на мягких навыках, включая совместное обучение, рефлексивную практику и тренинг межкультурной коммуникации, значительно способствуют формированию толерантного мышления у будущих учителей английского языка.*

Ключевые слова: *толерантное мышление, мягкие навыки, педагогические технологии, педагогическое образование, межкультурная компетенция, профессиональное развитие.*

Annotatsiya. *Ushbu tadqiqot ingliz tili bo'yicha bo'lajak o'qituvchilar orasida tolerant fikrlashni rivojlantirishda yumshoq ko'nikmalarga asoslangan pedagogik texnologiyalarning integratsiyasini o'rganadi. Tadqiqotda bo'lajak pedagoglarda tolerant munosabatlar, tanqidiy fikrlash, empatiya va madaniyatlararo sezgirlikni shakllantirishga yordam beradigan zamonaviy pedagogik texnologiyalar tahlil qilinadi. Natijalar shuni ko'rsatadiki, yumshoq ko'nikmalarga asoslangan yondashuvlar, jumladan, hamkorlikda o'qitish, refleksiv amaliyot va madaniyatlararo muloqot treninglari bo'lajak ingliz tili o'qituvchilarida tolerant fikrlashni shakllantirishga sezilarli hissa qo'shadi.*

Kalit so'zlar: *tolerant fikrlash, yumshoq ko'nikmalar, pedagogik texnologiyalar, pedagogik ta'lim, madaniyatlararo kompetensiya, professional rivojlanish.*

Introduction. English language teachers must demonstrate linguistic skills and teaching methods and develop soft skills that help them work with students from different cultural backgrounds in today's educational setting. Tolerant thinking, defined as the capacity to recognize, respect, and appreciate differences in cultural backgrounds, beliefs, perspectives, and learning styles, has emerged as a critical attribute for educators operating in increasingly globalized educational contexts [1]. Pre-service teacher education programs bear the responsibility of cultivating this essential quality, yet traditional pedagogical approaches often prioritize technical skills over the development of attitudes and dispositions necessary for tolerance. The integration of soft skills-based pedagogical technologies presents a promising avenue for addressing this gap, offering structured

frameworks through which future teachers can develop empathy, cultural awareness, emotional intelligence, and communicative flexibility alongside their professional competencies. The research examines how modern teaching technologies which focus on soft skills development help pre-service English language teachers develop tolerant thinking through their application in teacher training programs.

Methodology and literature review. The study uses a qualitative analytical method which combines extensive literature review with an in-depth assessment of current research on teacher education and soft skills development and tolerance pedagogy. The literature review shows that educational tolerance exists in several dimensions which include cognitive flexibility and emotional regulation and perspective-taking ability and intercultural communication competence [2]. The research findings from Zeer and Stepanova show that pedagogical education needs to integrate experiential learning activities and reflective practices and collaborative problem-solving tasks into its curriculum because these methods enable pre-service teachers to examine their personal biases and cultural assumptions [3].

International scholarship emphasizes the role of critical pedagogy in fostering tolerance, which requires teacher education programs to establish different ways for students to learn about various viewpoints and practice dialogue with others who hold different beliefs and develop their understanding of power dynamics and privilege and marginalization which exists in educational settings [4]. The study used educational literature to identify its teaching methods which included project-based learning methods that required students to work together with people from different cultural backgrounds and case study methods which showed students how to handle complex ethical problems which involved both diversity and inclusion and simulation exercises which allowed teacher candidates to experience different worldviews and reflective journaling methods which helped students understand their personal learning journey [5].

Russian educational researchers emphasize that pre-service teachers need to experience psychological safety when learning because this environment enables them to express their uncertainties and inquire about unfamiliar cultures and demonstrate their progress in learning about tolerance and inclusion [6]. The research demonstrates that digital technologies together with online collaborative platforms create effective environments for intercultural dialogue, which enables teacher education students to connect with fellow students from diverse cultural backgrounds and acquire essential global competencies for modern English language instruction [7]. Emotional intelligence training has become an essential component of teacher education programs because teachers who possess high emotional intelligence skills can develop better empathy and cultural awareness and flexible communication abilities that they need to handle various classroom situations [8].

Results and discussion. The analytical examination of soft skills-based pedagogical technologies reveals several key findings regarding their contribution to tolerance development in pre-service English language teachers. First, pedagogical approaches that emphasize collaborative learning and group work create natural contexts for students to develop their ability to tolerate others because these methods require learners to solve their differences while understanding different viewpoints and building their ability to communicate with people who have different learning patterns and cultural ways of talking. The pre-service teachers who take part in collaborative projects which involve working with people from different backgrounds will develop essential skills for handling conflicts and understanding different perspectives and effective communication which they need to use in their future teaching work [9].

Second, reflective practice serves as an effective method for developing tolerance because it helps teacher education students assess their personal beliefs and discover hidden biases while they progress toward developing inclusive mindsets through their organized self-study and analysis of their educational background and personal convictions. Teacher education programs use reflective journaling and peer feedback sessions and guided self-assessment activities to provide pre-service teachers with structured methods to monitor their progress in tolerance-related skills while they discover which areas need more work.

The third point demonstrates that real intercultural communication experiences need to be integrated through international partnerships and multicultural classroom observations and student engagement with different backgrounds to develop practical tolerance skills from their basic principles because people only comprehend cultural diversity through their actual interactions with diverse groups. The analysis shows three major problems that teacher education programs face when they try to implement tolerance education through soft skills because they struggle to measure changes in students' attitudes and because some students refuse to examine their biases and privileges and because programs have restricted time to teach students about proper professional behavior.

The success of these educational technologies depends on two factors which include the institutional environment and the teaching abilities of teacher educators because instructors need to demonstrate respectful behavior while creating secure spaces for learning and they need to possess adequate skills in handling different cultural situations which will help students study different identities. The study results demonstrate that pre-service teachers need more than just isolated educational programs to develop enduring tolerance because they need to experience tolerance training throughout their entire teacher education program which should include all subject courses and practical training and institutional policies that show dedication to diversity and inclusion. The research shows that educational technologies which focus on soft skills development provide

effective tools for fostering tolerance when used within complete systems that handle all three areas of professional development which include cognitive skills and emotional intelligence and professional conduct. The implementation of these facilities requires continuous support from educational institutions with teachers who have suitable training and proper development spaces that enable students to engage with different cultures instead of practicing only basic tolerance.

Conclusion. This analytical study demonstrates that soft skills-based pedagogical technologies provide essential tools for developing tolerant thinking in pre-service English language teachers, addressing a critical need within contemporary teacher education. The integration of collaborative learning approaches, reflective practice methodologies, and authentic intercultural experiences creates systematic pathways through which future educators can cultivate the attitudes, dispositions, and competencies necessary for creating inclusive classroom environments that honor diversity and promote equity. However, the effectiveness of these pedagogical technologies depends upon thoughtful implementation within comprehensive programmatic frameworks that treat tolerance development not as an add-on component but as a central objective integrated throughout the teacher education curriculum. Teacher education institutions must recognize that preparing English language teachers for diverse educational contexts requires attention to soft skills development alongside technical competencies, investing in faculty development, curriculum redesign, and institutional culture change that supports sustained work on tolerance education. Future research should investigate longitudinal outcomes of soft skills-based tolerance education, examining how pre-service teachers' experiences with these pedagogical technologies influence their actual classroom practices and their effectiveness in creating inclusive learning environments for diverse student populations. The cultivation of tolerant thinking through soft skills-based pedagogical technologies represents not merely a desirable enhancement to teacher education but a fundamental necessity for preparing educators capable of meeting the complex demands of contemporary English language teaching in multicultural, globalized educational contexts.

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