

PEDAGOGICAL DIAGNOSTICS OF STUDENTS' TOLERANT BEHAVIOUR IN FOREIGN LANGUAGE EDUCATION: THEORETICAL FOUNDATIONS AND METHODOLOGICAL SOLUTIONS

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Abstract. This article is devoted to developing the theoretical foundations and methodological solutions for the pedagogical diagnostics of students' tolerant behaviour in the process of foreign language education. The study is theoretical-methodological in nature: rather than presenting empirical data, it provides the theoretical-diagnostic basis required for a subsequent empirical investigation. Its relevance stems from the need to move beyond assessing tolerance solely through students' declarative attitudes or self-reports, towards identifying its concrete behavioural manifestations in intercultural communication. Based on an analysis of scholarly approaches to intercultural communicative competence, intercultural sensitivity, tolerance and pedagogical diagnostics, students' tolerant behaviour is interpreted as a complex pedagogical phenomenon comprising emotional-motivational and empathic, cognitive-operational, behavioural-communicative, and reflective-evaluative components. A diagnostic matrix was developed in which each component is linked to criteria, indicators, observable markers and diagnostic methods. The methodological potential of combining questionnaires, tests, situational tasks, pedagogical observation, role play and reflective tasks is substantiated. The proposed approach provides a methodological basis for identifying students' tolerant behaviour directly in intercultural communicative situations, and serves as a theoretical-methodological foundation for the subsequent empirical verification of the reliability and validity of the diagnostic tools.

Keywords: *tolerant behaviour, pedagogical diagnostics, foreign language education, intercultural communicative competence, intercultural sensitivity, diagnostic indicators, students.*

Introduction. Contemporary higher education requires equipping students not only with professional competencies but also with the ability to cooperate constructively under conditions of cultural diversity; this task is particularly important in foreign language teaching, since learning a language inevitably involves direct exposure to other cultures and forms of social behaviour.

M. Byram links intercultural communicative competence to attitudes, knowledge and the ability to interpret and interact [1], while D. K. Deardorff describes it as a complex, multidimensional construct and stresses the need to combine various

quantitative and qualitative methods when assessing it [2; 4]. These perspectives matter because a student's declared positive attitude towards cultural diversity does not always correspond to their actual behaviour in real communicative situations -hence tolerance should be studied not as an inner attitude but as a system of behaviour manifested in specific communicative situations.

In Uzbekistan, too, growing attention is being paid to developing intercultural and ethnocultural competence and tolerance in foreign language teaching [21–29]; however, the question of isolating clear, observable indicators of tolerant behaviour and consistently linking them to diagnostic methods still requires in-depth research.

The aim of the study is to develop the theoretical foundations and methodological solutions for the pedagogical diagnostics of students' tolerant behaviour in foreign language education. Objectives: 1) clarify the content of the concept of "students' tolerant behaviour in foreign language education"; 2) identify its structural components; 3) develop criteria, indicators and observable markers for each component; 4) determine diagnostic methods appropriate to each component; 5) elaborate the methodological basis of the diagnostic system for subsequent empirical testing. Scientific novelty lies in treating tolerant behaviour as an independently diagnosable pedagogical phenomenon and operationalising it through components, criteria, indicators and observable behavioural markers.

Literature review. Sources were selected according to the following criteria: direct relevance to the topic (intercultural communicative competence, intercultural sensitivity, tolerance and their diagnostics); for international publications, articles or monographs published within the last 10–15 years with a DOI; classic theoretical sources underpinning the field (e.g., Byram, Deardorff); and recent studies conducted in Uzbekistan. Sources were retrieved through Google Scholar, Scopus and national scholarly journal platforms. This selection has the character of a narrative review rather than a systematic review with a formal protocol (e.g., PRISMA), which could be applied at a later research stage.

Tolerance and intercultural competence

Tolerance is a multicomponent socio-pedagogical phenomenon reflecting a person's ability to treat other views, values and ways of life with respect; the UNESCO Declaration of Principles on Tolerance defines it as respect, acceptance and understanding of the diversity of cultures, individuality and forms of self-expression [20]. In foreign language education this concept acquires a communicative dimension: students encounter the speech behaviour, forms of address, ways of expressing agreement and disagreement, social norms and cultural values of speakers of other cultures. Accordingly, in this study students' tolerant behaviour in foreign language education is understood as the ability to engage constructively with interlocutors representing different cultural and value positions, demonstrating respect, empathy,

openness, communicative flexibility and readiness to reflectively adjust one's own behaviour.

Byram [1] emphasises the ability to understand another culture's perspective, interpret cultural phenomena and cooperate with representatives of different cultures; Deardorff [2; 4] and Spitzberg and Changnon [17] view intercultural competence as a dynamic construct encompassing communicative, cognitive, affective and behavioural dimensions, while Imahori and Lanigan [16] interpret it through the relationship between motivational, cognitive and behavioural aspects. These theories show that tolerant behaviour, too, cannot be reduced to knowledge or attitude alone.

Indicators and diagnostic methods. A central challenge in diagnosing intercultural competence is selecting methods appropriate to such a complex construct [5; 6]. Instruments such as Chen and Starosta's Intercultural Sensitivity Scale [7] and Hammer, Bennett and Wiseman's Intercultural Development Inventory [8; 9] are largely oriented towards assessing general intercultural sensitivity and do not always directly indicate how a student behaves in a specific educational communicative situation. This is why theoretical constructs must be translated into observable behavioural indicators.

The Council of Europe's Reference Framework of Competences for Democratic Culture [10; 11] treats competences as an interrelated system of values, attitudes, skills and knowledge, and proposes operationalising them through descriptors -a principle that can also be adapted to the diagnostics of tolerant behaviour. For example, "respect for another opinion" is not in itself sufficiently diagnostic; it can be broken down into observable indicators such as listening to the interlocutor without interrupting, expressing disagreement without insult, and asking clarifying questions.

Kramsch [12] highlights the close connection between language and culture, while Holmes and O'Neill [13] stress the importance of developing reflection on intercultural experience. Uzbek researchers are also actively engaged in this field: Yuldashev [21], Amanov [22] and Fakhriev [23] address the development and diagnostics of intercultural communicative competence, while Yakubbayev [24; 25], Isomiddinov [26], Soatmurodova and Satibaldiyeva [27], Yakubova [28] and Aliboyeva [29] examine various aspects of developing tolerance and ethnocultural competence. Nevertheless, the systematic link between observable indicators of tolerant behaviour and the methods used to diagnose them still requires further clarification.

Research methodology. The methodological basis of the study combines competence-based, person-centred, activity-based and diagnostic approaches: the first views tolerant behaviour as an integrative pedagogical phenomenon; the second takes into account students' individual experience and characteristics; the third makes it possible to identify tolerance through concrete behaviour; and the fourth ensures the

consistent translation of the theoretical construct into measurable indicators. The methodological logic of the study is expressed in the following sequence:

theoretical construct → component → criterion → indicator → observable marker → diagnostic method → level of development.

Structural components of tolerant behaviour

Based on the theoretical analysis, four components of tolerant behaviour were identified: emotional-motivational and empathic; cognitive-operational; behavioural-communicative; reflective-evaluative.

Table 1. Matrix for diagnosing students' tolerant behaviour

Component	Criterion	Indicators	Observable behavioural markers	Diagnostic methods
Emotional-motivational and empathic	Positive attitude towards cultural diversity	interest, acceptance, empathy	absence of negative emotional reactions; readiness to listen to the interlocutor; taking the interlocutor's emotional state into account	questionnaire, observation, situational tasks
Cognitive-operational	Awareness of cultural differences	knowledge, interpretation, rejection of stereotypes	identifying cultural differences; explaining the reasons behind a situation; avoiding stereotypical interpretations	test, case study, situation analysis
Behavioural-communicative	Constructive interaction	respect, communicative flexibility, cooperation	active listening; expressing disagreement politely; asking clarifying questions; adapting communicative strategy	observation, role play, situational tasks
Reflective-evaluative	Self-awareness	self-assessment,	analysing one's own reaction;	reflective tasks, self-

Component	Criterion	Indicators	Observable behavioural markers	Diagnostic methods
	and self-correction	reflection, self-correction	identifying mistakes; readiness to change strategy	assessment, portfolio

This matrix links theoretical components directly to diagnostic practice. For instance, the “asking clarifying questions” indicator of the behavioural-communicative component could be observed as follows: in a role-play situation, the student asks at least one open question about an unclear or potentially irritating aspect of the interlocutor’s speech behaviour (e.g., “Why do you think that?”) and refrains from an immediate negative judgement. Similar operational definitions can be developed for every indicator in the form of observation checklists or rating scales.

Selecting diagnostic methods

Questionnaires reveal students’ attitudes towards cultural diversity and their subjective self-assessment of tolerant behaviour; tests assess the level of knowledge about cultural differences. Situational tasks (following the Situational Judgment Test approach [18; 19]) are used to model problematic intercultural communicative situations; pedagogical observation and role play capture behaviour close to real communication; reflective tasks reveal students’ ability to analyse and, where necessary, adjust their own behaviour. Combining several methods reduces the limitations of assessing a complex pedagogical construct through a single instrument [2; 4; 5].

Levels of development of tolerant behaviour

At the theoretical-methodological stage, three levels were defined. A high level is characterised by readiness for stable, constructive communication with culturally diverse interlocutors, developed empathy, understanding of cultural differences, communicative flexibility, and the ability to independently and reflectively adjust one’s own behaviour. A medium level is characterised by a generally positive attitude towards cultural diversity, but tolerant behaviour that is situation-dependent and sometimes requires pedagogical support. A low level is manifested in difficulty accepting another position, stereotypical judgements, low communicative flexibility, emotional reactivity, and insufficient reflective analysis of one’s own behaviour. These levels are not empirical findings but a theoretical-methodological basis developed for subsequent experimental testing.

Establishing quantitative boundaries between the levels is a task for the subsequent empirical stage: (1) developing an expert-based rating scale for each observable indicator (e.g., 1–5 points) and calculating an aggregate score by component; (2) distributing the resulting scores into low/medium/high levels using

percentile cut-offs derived from pilot testing; (3) using cluster analysis to differentiate groups of students by behavioural indicators and comparing them with the theoretical levels. This procedure should be carried out together with checks of the reliability (e.g., Cronbach's alpha) and validity of the diagnostic instruments.

Results and discussion. The main outcome of the study is the operationalisation of tolerant behaviour not as a general pedagogical category but as a phenomenon that can be concretely diagnosed. This is reflected in the following points:

1) The object of diagnostics was clarified -unlike the diagnostics of general intercultural competence, the proposed system focuses specifically on a student's behaviour in a communicative situation involving a cultural difference.

2) A four-component structure was substantiated, preventing tolerance from being reduced solely to emotional attitude or solely to communicative behaviour.

3) A diagnostic matrix was developed: the sequence component → criterion → indicator → observable marker → diagnostic method translates the theoretical concept directly into pedagogical diagnostic practice.

4) The need to combine methods was substantiated: self-assessment, observation and situational tasks each have specific limitations (subjectivity, situational dependence, and an inability to fully replace real interaction, respectively), so they should be used together [2; 4; 5] -consistent with Deardorff's view that assessing intercultural competence requires combining multiple sources and methods [2; 4].

5) A methodology for situational diagnostic tasks was substantiated: students are presented with a situation in which a foreign interlocutor displays behaviour inconsistent with familiar communicative norms and are asked to react, explain possible reasons for that behaviour, and propose a constructive communicative strategy -a task that simultaneously reveals cognitive, emotional and behavioural aspects.

6) Diagnostics can be integrated into the natural content of foreign language lessons -through discussions, role play, analysis of authentic texts, project work, intercultural case studies and reflective tasks, a point also confirmed by research conducted in Uzbekistan [22–25].

7) Diagnostics and development were linked: a diagnostic task functions not only as a monitoring tool but also as a pedagogical instrument that helps students analyse their own communicative behaviour (for example, by reflecting on a role-play task, receiving feedback from the teacher or peers, and repeating a similar task).

The main distinguishing feature of this study is its orientation towards observable behavioural indicators, which is methodologically close to the Council of Europe's principle of competence descriptors [10; 11] but adapted here to the specific task of diagnosing tolerant behaviour in foreign language education. At the same time, it should be emphasised that the current stage of the study is theoretical-methodological in nature: no experimental percentages, statistical coefficients or differences between

control and experimental groups are presented, since such data can only be provided once the planned pedagogical experiment has been completed. At the subsequent empirical stage, the validity and reliability of the diagnostic instruments should be tested, the quantitative boundaries of the levels established, and the dynamics of students' tolerant behaviour analysed using statistical methods.

Conclusions. This theoretical-methodological study has developed the theoretical and methodological foundations for the pedagogical diagnostics of students' tolerant behaviour in the process of foreign language education. Tolerant behaviour is interpreted not merely as a general value or positive attitude but as a system of behaviour observable in intercultural communicative situations, comprising four interrelated components -emotional-motivational and empathic, cognitive-operational, behavioural-communicative, and reflective-evaluative -each linked to specific criteria, indicators, observable markers and diagnostic methods. The need for a combined use of diagnostic instruments was substantiated.

The theoretical significance of the study lies in clarifying the content of the concept of tolerant behaviour within the context of foreign language education and substantiating its structural composition; its practical significance lies in the possibility for foreign language teachers to use the developed diagnostic matrix to identify tolerant behaviour among students and plan further pedagogical work accordingly. At the same time, the current state of the diagnostic system represents the outcome of a theoretical-methodological stage; its empirical validity, reliability and effectiveness in the course of a pedagogical experiment should be tested at the subsequent stage of research.

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