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Formation of Tolerance as a Component of Professional Competence of the Modern Pedagogue

Kształtowanie tolerancji jako składnika kompetencji zawodowych współczesnego pedagoga

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ABSTRACT

This article examines the issue of the quality of pedagogue preparation for professional activity, particularly tolerance as a behavioral social competence, psychological character trait, and educational worldview position. The relevance of the research topic is outlined from the standpoint of the importance of regulating social interactions between pedagogues and participants in the educational process, the public, and as a necessary personal quality of character. The problem of self-development of the individual on the path of developing professional competencies using innovative methods is presented for consideration. The modern requirements for the process of forming a pedagogue who is able to think independently, owns emotions and adequately demonstrates feelings, and demonstrates constructive relationships in professional activities are emphasized. This research delves into a refined understanding of “pedagogical tolerance” by incorporating insights from contemporary scientists and practicing educators. The article outlines avenues for fostering tolerance as a character trait of modern teachers, emphasizing self-development, refinement of personal value convictions, and organizational and image-related manifestations during interactions in educational activities. This article explores the significance of tolerance as a psychological readiness for professional interaction among future educators. It highlights the development of empathy skills and the ability to engage in constructive criticism without causing offense. The article

also emphasizes the importance of pedagogical preparation grounded in a humanistic worldview, the practical implementation of a partnership model of behavior, and the ability to combat bullying. The authors endorse Vasyl Sukhomlynsky's pedagogy of facilitation, which adopts a child-centered approach. The paper presents methods for cultivating tolerant relationships and outlines educational tasks for teacher preparation, where external and internal manifestations of tolerance are interconnected and become personal convictions. This article presents a perspective on enhancing pedagogue professionalism through the integration of psychological theory, active refinement of communication style, and the implementation of innovative educational practices to create a supportive learning environment. Finally, the article highlights the need for further exploration of societal perspectives on the significance of fostering constructive tolerant relationships in a diverse society where individuals hold varying religious, political, and gender beliefs.

Keywords: pedagogical tolerance; pedagogue preparation; pedagogue image; counteracting bullying

INTRODUCTION

The current unstable social and political conditions of the European community's development pose challenges for pedagogues to organize the educational process in a way that balances professionalism in teaching the subject and humanistic relationships. The individual receiving education should feel their significance in acquiring new knowledge, be confident in their own intellectual growth, and in their self-development, balancing needs, opportunities, and aspirations.

The characteristics of quality education prioritize the personality of the pedagogue, who possesses competencies that define psychological readiness, methodological preparation, technological skills, and the ability for self-development, as well as the ability to resolve conflict situations in a tolerant manner. Among the important qualities that a pedagogue possesses in organizing pedagogical interaction, tolerance takes on significance as a moral characteristic of a person who adheres to humanistic values, respects the opinions of others in social relations, but also has their own civic position, which they are ready to defend by civilized methods.

A pedagogue's readiness for professional activity has psychological characteristics such as the ability to build one's own behavior model and to solve pedagogical problems in a tolerant manner. It is important that the signs of balance and an adequate mental state create the prerequisites for high-quality professional activity as an initiator and organizer of the educational process. From a pedagogical point of view, the pedagogue's competencies have moral characteristics of a humanistic, nationally conscious, and state-building orientation, so that during the pedagogical activity professional qualities contribute to the upbringing of worthy personalities.

Professional competence of a pedagogue is defined as "a set of professional and personal characteristics that ensures the effective performance by a pedagogue of the tasks and duties of pedagogical activity in an educational institution, and is an

indicator and the main criterion of his/her correspondence to professional activity” (Dokukina, 2008, p. 912). The tasks of higher education in modern conditions are the formation of a personality capable of independent critical thinking, possessing professional knowledge in the specialized subject, able to establish constructive relationships in the team, take into account the peculiarities of the development of participants in the educational process, and capable of creativity, which puts forward the task of updating the methods and means of training a modern teacher to higher education.

According to researchers (I. Bekh, O. Vyshnevsky, G. Vasianovych, M. Smetansky, I. Zyazyun, S. Maksymenko, G. Sagach, Z. Karpenko, L. Sushchenko, V. Yagupov, and others), the indicators of professional competence define the necessary knowledge, skills and abilities, their application in the performance of their professional duties, the ability to predict the prospects of pedagogical influence and the possible consequences of certain actions, and the results of the activity have qualitative indicators of the success of participants in the educational process. In organizing a high-quality educational process, society uses the services of educational managers who determine the competence of a pedagogue for their suitability as a professional in mastering the knowledge and skills of working with pupils (students), in ways of tolerant application of volitional qualities for organizing educational activities, in the ability to prognostically build the prospect of personal development of participants in the educational process.

The contradictions regarding the ability to defend one’s own position in problematic situations of interaction or during manifestations of bullying, as well as the need to apply the humanistic principle in organizing the pedagogue’s activity, determined the choice of the topic of our research: “Formation of tolerance as a component of professional competence of the modern teacher”.

The goal of our research is the process of forming tolerance as a necessary character quality of the modern pedagogue in value convictions, organizational and image manifestations during interaction in the educational process.

PRESENTATION OF THE MAIN MATERIAL

In scientific research on the problem of pedagogue competencies, an important category of morality is tolerance as a way of organizing educational activities, presenting oneself as a personality in the profession. Modernization in the technological direction of social development requires its specialists to have the skills and abilities to build their professional activities taking into account the peculiarities of the individual development of each participant in the educational process.

The concept of “pedagogical tolerance” is associated with the professional ability to establish relationships, appearance, methods, and ways of presenting moral values. The competence has certain levels: erudition as a level of intellectual

development, methodological literacy, possession of innovations in the organization of training, upbringing, functionality of moral qualities, the implementation of noble deeds, the ability to localize conflict situations, to feel dignity and respect the personal boundaries and preferences of others, the ability to self-development and creativity. The levels of development of the pedagogue's professional competence depend on the process of professional development, the ability to learn, empathy, the ability to be responsible for the fulfillment of professional duties. Competence is also a way of realizing personal values, which reflect the pedagogue's moral convictions. Professional competence is a prerequisite for readiness and ability for self-development, taking into account the technological and social changes that are taking place in society. Thus, the pedagogue's professional competence is the ability to perform pedagogical activity, which includes the ability to integrate theoretical knowledge, practical skills, experience, personal convictions, presents humanistic values in establishing relationships with participants in the educational process.

The process of developing professional competence depends on the pedagogue him/herself, who must be able to critically evaluate the positive aspects of his/her activity, strive for improvement, and develop his/her own abilities. The ability to engage in analytical activity creates the prospect for reflection and appropriation of experience. In the process of reflection, the pedagogue comprehends and critically evaluates his/her own experience, learns from more experienced mentors, integrates knowledge and skills, and tries out innovations.

The professional self-development of a pedagogue in raising the level of his/her competence is facilitated by high spiritual and moral convictions, the image of the educational institution where the pedagogue (teacher, educator) works. The administration and methodologist of the educational institution systematically take care of improving professional skills, involve educators in training seminars, scientific conferences, and in-service training courses. Participation in educational projects, creative workshops, moral and material incentives contribute to the development of pedagogues' competence.

The professional self-development of pedagogues in improving the level of tolerance as a competence is facilitated by: the desire to apply spiritual and moral values, understanding the best traditions of the educational institution, presenting oneself as a personality and a professional with new theoretical developments for the purpose of self-realization as a pedagogue. During their pedagogical practice, students collaborate with the head of the educational institution, the methodologist, and the practical psychologist. They also get acquainted with the best achievements of educators. Thus, young specialists acquire the skills to combine theoretical knowledge with practical methods of its application. Positive attitude in cooperation is an important way to gain professional activity competencies.

Professional competence of a pedagogue includes:

- special and general pedagogical knowledge;

- development of methodological skills in organizing the educational process;
- skills in applying innovations;
- readiness to resolve interpersonal conflicts;
- presence of personal qualities: these include tolerance, mobility, communication skills, responsibility, creativity, balance, empathy, friendliness, and a desire for self-development.

In striving for self-development and professional improvement, we can identify the following key competencies that should be developed throughout teaching activities:

1. Communication competency: this includes both knowledge and fluency in the Ukrainian (state) language and the ability to establish verbal and non-verbal methods for pedagogical interaction.
2. Methodological competency: this encompasses specialized professional knowledge and the ability to apply it in lessons and educational activities.
3. Information and digital competency: this involves the ability to utilize digital tools and technologies to enhance teaching and learning.
4. Psychological competency: this refers to the ability to create a supportive and positive learning environment that promotes student well-being and emotional development.
5. Competence in implementing relationships based on the principles of pedagogical partnership.
6. Competence in considering the individual characteristics of students (pupils).
7. Competence in promoting health-preserving technologies.
8. Competence in applying design technologies as the most productive in educational activities.
9. Prognostic competency in the perspective of the development of abilities, professional skills; the ability to perceive the new, to apply innovative technologies; the need for professional self-development.

The personal qualities of a future specialist in the pedagogical profession, his/her moral qualities, the characteristics and possibilities of personal and professional development, and the development of the ability to assess his/her own capabilities and creative abilities are of great importance. By pedagogical tolerance, scientists integrate professionally significant qualities, determine the ways of personal development of a specialist in the field of education, which is based on a system of humanistic values, the presence of an internal attitude to accept any participant in the educational process, certain abilities and skills to build their behavior on the basis of understanding, recognition and acceptance of all participants in the educational process.

Pedagogical tolerance, as interpreted by psychologists and pedagogues, has different approaches. The psychological component manifests itself in certain behavior of the pedagogue and involves a tolerant (emotionally positive) attitude

towards oneself, life and professional activity, the ability to withstand negative external influences that are caused by interpersonal relationships in the team. The pedagogical component of tolerance reflects a positive attitude towards participants in the educational process who may have social, spiritual, and ideological differences, to find compromises and constructive ways to resolve disagreements.

Pedagogical tolerance implies acknowledging the right of participants in the educational process to their own opinions, but it does not oblige the specialist to accept their opinion or behavior as the only correct one. When expressing his/her position on a situation or opinion, a pedagogue, under the condition of tolerant behavior, does not offend the interlocutor, either verbally or non-verbally (gaze, facial expressions, gestures), but accepts the opponent's position, while reserving the right not to support it, and argues for a different position. Disputes over disagreements in views differ in pedagogical and philosophical literature regarding tolerant behavior, offering, on the one hand, the formation of value judgments that do not contain criticism of the personality as a whole, but only single out disagreement with certain views, and on the other, the beginning of pedagogical interaction taking into account a priori religious, national foundations of cooperation.

The term "tolerance" is explored by Dovha (2014), who notes that it characterizes the professional activity of a pedagogue from the position of child-centeredness: "Tolerance in education (from Latin *tolerantis* – "patient") is interpreted as: 1) a personal quality, a sign of a humane person or 2) one of the principles of humanistic education" (p. 139). The teaching profession presupposes the presence of such character traits as kindness, the ability to empathize, as well as knowledge of the psychological characteristics of their pupils.

Sukhomlynsky wrote about the importance of a tolerant attitude towards a child, calling this character trait of pedagogue "benevolence". In his work *Know How to Read the Soul*, the author writes about the need for knowledge of the age-related psychology of pupils and their social problems:

Protect the secret that a person has entrusted to you – this is one of the elementary rules of pedagogy. Opening their souls to you, they can tell about the most difficult and most complex things, you can hear about a reprehensible act, about such relationships between your students that, it would seem, immediately require immediate adult intervention. Know how to be patient in such cases. The result of your conversation with the student should not be punishment. (Filimonova, Sukhomlynska, 2008, p. 112)

By *pedagogical tolerance*, scientists integrate professionally significant qualities, determine the ways of personal development of a specialist in the direction of applying humanistic concepts of education, where the pedagogy of partnership is decisive. We consider the involvement of children with special

needs in the general education process to be an important achievement of modern education in the direction of tolerance.

Savchenko considers tolerance to be an essential quality for a pedagogue's professional competence, and therefore, it is necessary to cultivate it as a life position in the training of future educators. After all, a tolerant pedagogue establishes relationships in the teaching team, with pupils, and with parents, with the aim of developing a common strategy for the progressive development of the pupil (student). Constructive interaction is possible only when the pedagogue as an organizer tolerates productive relationships based on cultural values, morality, and by means of verbal and non-verbal communication. "A tolerant pedagogue is ready to show patience so as not to humiliate the child, not to break him or her, to see and accept his or her peculiarities and adapt to them, is aimed at finding ways to correct the problems of pupils' development, to resolve conflicts in the children's team" (Savchenko, 2014, p. 6).

To promote the teaching profession, the preparation of specialists should include educational activities and courses on the formation of tolerance. One of the components is the image of a pedagogue, which includes speech, voice power, intonation, manner of communication, as well as mental characteristics: temperament, imagination, the ability to empathize, think critically, mental abilities, such as intelligence, erudition, etc. We consider the problem of a holistic approach to identifying tolerant behavior in the teaching profession to be modern, which has a moral and behavioral character of manifestations based on convictions, cultural values, and a supportive attitude towards participants in the educational process.

The study of the concept of image in the humanities has been carried out by pedagogues, philosophers, and psychologists: A. Galanov, O. Kobriy, I. Kryvonos, T. Dovha, V. Movchan, I. Zyazyun, V. Metaeva, O. Lagoda, O. Pereligina, L. Sushchenko, V. Shepel, and others. There is a science of "imagology", which in philosophy means "the science of the theoretical and applied foundations of designing and using personal charm technologies", in psychology – "the science of the patterns of formation and influence of the external image on the psyche of people, on their behavior", whereas in pedagogy – "a complex practical discipline that uses individual results of social psychology, culturology and a number of other sciences in order to create methodological and methodical support for professional activity" (Sushchenko, 2021, p. 42).

A person's image is the opinion of him/her held by the group of people with whom he/she interacts professionally and encompasses both external and internal manifestations. External manifestations include direct verbal contact, manners, clothing appropriateness, and adherence to social norms. Internal manifestations include consideration of cultural upbringing traditions, mentality, argumentation of actions, philosophy of being, and so on. Image in education is a sphere of civil law,

an institution of social development of society that works for the economic, moral, and spiritual potential of society. Image in education has both general functional characteristics (of Ukrainian education), sectoral characteristics (of secondary, vocational, and higher education), and personal characteristics depending on status or official duties (of managers, institution employees, students, pupils and etc.).

Pehota (2011) notes that “personal image includes self-image (subjective self-assessment), desired image (view or assessment of the environment, significant people), professional image (status requirement in relation to workplace or social affiliation)” (p. 20). The professional image of a pedagogue consists of external and internal characteristics. External characteristics include: the ability to dress appropriately for the event and type of activity, hairstyle, friendly facial expression, and so on. Internal characteristics include: the level of general culture, moral convictions that take into account the breadth of perception of views and cultural traditions of other participants in the educational process, the ability to control oneself, to adjust the reaction to unexpected behavior, and a general culture, friendliness in communication manners.

The image of a pedagogue has a holistic character of self-expression and creates a general image in the minds of students, colleagues, parents, administration, and the public. The image of each pedagogue forms the professional status of the educational institution, advertises it, and encourages applicants.

The humanistic nature of the pedagogue’s tolerant position lies in the fact that active listening, exchange of opinions, communication on the basis of mutual trust, respect, and understanding are manifested. The pedagogue takes into account the internal motives of behavior of the participants in the educational process; adequately accepts all positive and negative features of self-expression; takes the first steps towards establishing trusting relationships. Humanistic values in education are now determining a change in the management model from authoritarian-disciplinary to personality-oriented. This means maximum individualization, support for the independent development and self-education of each pedagogue. Such an institution should be managed by specialists who can unite and lead a team where there is respect for all participants in the educational process and each has the opportunity to realize their potential.

Another task is to create a positive emotional atmosphere for establishing cooperation and co-creation. Zyazyun (2004) writes:

Compatibility in the process of communication between a pedagogue and students is based on the principles of goodwill, integrity, and responsibility. In the process of communication, the pedagogue must obligatorily enrich the students intellectually, morally, aesthetically, and actively. Communication necessarily involves the formation of images of each other and concepts about the personal qualities of each participant in communication in the pedagogue and students. And each of the young pedagogues will necessarily be a master if he acquires the skill, and this depends on personal perseverance. (p. 147)

Key characteristics of the tolerant manifestation of the pedagogue's internal positive professional image are: benevolence in relation to students (pupils); the desire to understand educational and developmental needs; consideration of creative and personal preferences and interests. Strategic tasks should include valeological areas of educational activity, because a healthy lifestyle, harmony of coexistence between humans and nature, and a careful attitude to the Earth's natural resources have far-reaching positive effects in the educational influence.

A tolerant pedagogue organizes educational activities and carries out preventive work to prevent or alleviate stressful situations that interfere with quality learning and interpersonal relationships. The image of a pedagogue who has the characteristics of a tolerant one implies the ability to use innovative ways of interaction, methods of group, pair, individual, remote work organisation, and the feasibility of tasks for the age and abilities of participants in the educational process. The pedagogical interaction of a pedagogue with tolerance is explained "as a humanistic-oriented pedagogical process of cooperation between the educator and students, who act as parity (equal) partners in joint activities. The main characteristics of pedagogical interaction are: mutual understanding, mutual knowledge, mutual relations, mutual actions, and mutual influence" (Rusakov, Kasitsyna, 2006, p. 33). Thus, in order to create his/her own positive image, a modern pedagogue should develop his/her own abilities, knowledge, skills in creating a comfortable educational environment, establishing humanistic pedagogical interaction, which allows organising the educational process on the basis of pedagogy of tolerance.

In an unstable crisis situation in our society, the pedagogue faces crucial tasks that involve, in addition to high-quality teaching and upbringing, organising the educational process with the regulation of the emotional state, which is subject to constant mental overload. In times of economic instability, political events in the country, when everyone listens to the news, scrolls through the phone's "feed", and is subconsciously tense, a pedagogue, as an organizer of the educational process, must apply the methods of a tolerant approach, in which pupils (students) will be able to learn new things with interest, show their talents, cooperate, rejoice at the success of their friends, present their knowledge, and develop their skills. Gymnasiums, lyceums, and universities under martial law become outposts in ensuring the emotional health of the participants in the educational process. To ensure that the process of gaining knowledge and communication is stress-free or minimized, pedagogues should have modern methods of organising pedagogical interaction.

Stress is a physiological reaction of the human body to an unexpected situation, emotionally stimulating, accompanied by tension, nervousness, and subsequently causing a state of depression and decline, leaving resentment, negative emotions, and possible despair. The repetition of stressful situations impedes mental

development, depresses the emotional state of a person, provokes nervous system disorders and negatively affects the psyche. Another factor in modern society that requires tolerant correction from the teacher is bullying, which is a phenomenon of unfair criticism, undeserved punishment, ridicule for external signs, speech defects, and so on.

When dignity is offended, an emotional reaction arises, and that dignity needs to be protected. An amendment was made to Article 173 of the Law of Ukraine “On Education” (2019), describing the shameful phenomenon of bullying:

Bullying (harassment) is the actions of participants in the educational process that consist of psychological, physical, economic, or sexual violence, including the use of electronic means of communication, which are committed against a minor or a juvenile person or by such a person against other participants in the educational process, as a result of which harm could be or was caused to the mental or physical health of the victim.

The duties of the pedagogue include the task of combating bullying:

To check the reports of cases of bullying (harassment) in the educational institution, the completeness and timeliness of the response measures to such cases by pedagogical, scientific-pedagogical, scientific workers, the management and the founder of the educational institution; to analyze measures to provide social and psychological and pedagogical services to students who have suffered from bullying (harassment), have witnessed it, or have committed bullying (harassment). (Zakon Ukrayiny..., 2019)

The stressful state of participants in the educational process may require the special work of a psychologist, but tolerant relationships established by the pedagogue also serve as a therapeutic tool, because they demonstrate confidence, protect the offended, create an atmosphere of stability in the team, and maintain humanistic relationships in communication. Working to overcome the problems of bullying in the team, the pedagogue works to prevent negative manifestations, observes the pupils, and shows openness in relationships to establish subject-to-subject relationships.

According to Bekh (2012), an important feature of a teacher’s tolerant behavior and the establishment of long-term positive relationships includes: “Pedagogical love for children, interest in their fate; optimistic belief in the child; cooperation, communication skills; the absence of direct coercion; the priority of positive stimulation; tolerance for children’s shortcomings” (p. 74). In the process of forming their own pedagogical experience, improving their image as a close-to-perfect characteristic of a mentor, a young pedagogue needs to improve his/her pedagogical skills. “Pedagogical skill is a characteristic of a high level of pedagogical activity, which is based on pedagogical experience. The necessary conditions for pedagogical skill are the pedagogue’s humanistic position and professionally significant personal traits and qualities, and its obligatory component

is pedagogical tact” (Zyazyun, 2004, p. 18). Tolerance becomes necessary in the pedagogue’s relations with all participants in the educational process, so that the desire for an independent state has purposeful and civilized forms.

Tolerance in communication requires the ability to conduct a conversation, deliver a presentation, captivate listeners with ideas, and leave space for other participants in the educational process. Students (pupils) receive the opportunity for self-expression through the ways they interact. This is facilitated by the teacher’s pedagogical tact. Goncharenko (2011) claims that: “Pedagogical tact is a sense of proportion in the application of means of pedagogical influence on children. It manifests itself in the pedagogue’s ability to behave properly, to talk simply and convincingly with pupils, to respect their dignity, and to make reasonable and pedagogically justified demands” (p. 449).

Teacher’s tolerance is a complex multidimensional phenomenon that includes a number of psychological abilities, methodological skills, social skills, as well as moral and cultural values, and is dynamic and combined in relation to the situation. A teacher models his/her behavior, solves educational tasks, thinks and reacts emotionally. Savchenko (2014) writes that “the structure of pedagogical flexibility consists of emotional, intellectual and behavioral components” (p. 5).

The style of pedagogical interaction (communication) always includes the ability to behave tolerantly, characterizing the business relationships of participants in the educational process, which occur at the conscious and subconscious levels. The upbringing of tolerance will be built in the following directions: the appearance of a business person; manners of holding oneself, communicating, using verbal and non-verbal signals; knowledge and skills about the external manifestations and internal meanings of cultural values; ability to present oneself to society. The rational choice of the style and tactics of pedagogical interaction is of great importance for maintaining the creation of a business atmosphere of educational interaction.

Molchanova proposes for consideration a description of communication styles that have rational and constructive significance for the educational process. The author distinguishes between authoritarian, democratic, and liberal styles. For tolerance, the latter two seem important. “The democratic (partnership, collective) style is built in the form of partnership interaction and collegial decision-making, where the pedagogue tries to formulate tasks in the form of setting a general goal or direction” (Molchanova, 2013, p. 17). At the same time, all participants in the educational process can and should, during special exercises that contribute to the development of relationships in the team, analyze the positive and negative manifestations of their own character and make a promising plan for personal development. “In a team where the teacher is usually represented as a partner, and pupils act as like-minded colleagues, mutual respect reigns and relationships are established” (*ibid.*, p. 18).

The style and tactics of pedagogical interaction form a personal and professional image. To achieve effective pedagogical interaction, a teacher acquires skills in using knowledge about pedagogical skills and pedagogical tact. The well-known humanist teacher Sukhomlynsky recommends using the “pedagogy of the heart”, which involves the use of a democratic style, supporting pupils in their initiative. Sukhomlynsky in the article “Who Are They – Difficult Children?” notes:

The most important thing that is required from the teacher and that seems at first glance to be a very simple matter, but in fact is the sphere of the most delicate pedagogical skill, is to strengthen the child’s faith in his/her own strength and patiently wait for the moment when there will be at least a small shift in his/her mental work. In this is the foundation of pedagogical skill. (Filimonova, Sukhomlynska, 2008, p. 173)

Therefore, a modern pedagogue who contributes to the development of his image works on the formation of skills of tolerant attitude towards others, taking into account the requirements of educational programs for the application of the principle of humanism. In an educational institution, the pedagogue plays a decisive role in countering bullying, since he directly observes the pupils, interacts at the level of upbringing and education, knows the peculiarities of the individual conditions of development of students. The teacher’s assistants are a practical psychologist, the management of the educational institution, representatives of local authorities and public organizations.

In order to successfully combat bullying, all members of the educational community must develop a unified strategy to counteract it, share the view that violence, harassment, discrimination on any grounds, sexual harassment and intolerance are unacceptable in the context of humane rules of coexistence. Violence is a problem that manifests itself in relationships within the students (pupils) team and requires both a response from the teacher and the public. This phenomenon has ethnic characteristics, physical disabilities, and specific behavioral manifestations. For example, verbal attacks can occur that have a direct impact (ridicule, imitation, emphasis on appearance, etc.). We consider pedagogue’s ridicule to be a pedagogical mistake, which can degrade the dignity of a pupil’s (student’s) personality, be imprinted and cause emotional discomfort, and the frequency of repetition can provoke mental disorders. There is also ignoring as a manifestation of bullying, when schoolchildren or students refuse to communicate, do not respond to attempts to establish relationships. Collective rejection is emotionally humiliating for a person who needs socialization.

Long-term bullying, which is not immediately noticeable, is dangerous, as it may have hidden causes. Therefore, the pedagogue as a mentor should have information about the relationships in the pupil (student) team. To do this, there are ways to establish relationships: excursions, hiking, travel, moral and ethical conversations, observations conducted by the teacher during the leisure time

of the participants in the educational process. Advices on tolerant activities of a pedagogue in countering bullying are as follows:

Act bravely, do not show embarrassment or fear to the opponent. Rational statements: “Stop bullying!”, “Stop it! All people are imperfect”, “Build your life without me!” Speak firmly, clearly, looking into the opponent’s eyes. Try not to pay attention to offensive words. When you have spoken, try to leave the place of dispute. Demonstrate indifference to insults.

Tell a close friend about the bullying. Express your feelings, emotions, share your thoughts with close friends who can listen, defuse the emotional atmosphere, and offer their own solutions to the problem. Communication is useful for social development.

Consult a psychologist. A specialist will diagnose the problem situation, conduct an examination, and offer training sessions on how to overcome bullying (Zakhody..., 2023).

CONCLUSIONS

Tolerance as a feature of the pedagogues image involves the development of logical thinking, erudition, fostering strong-willed behavior, understanding the psychological and physiological characteristics of the formation of pupils (students), taking an interest in their problems, understanding and sharing their preferences and interests. The following features of a pedagogue’s personal image that are important in the process of professional development are identified: appearance (height, posture, hairstyle, appropriate clothing, use of facial expressions, gestures as complementary signs); social-role features (personal achievements in education, sports, preferences, interests, public assignments).

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ABSTRAKT

W artykule zanalizowano kwestię jakości przygotowania pedagogów do działalności zawodowej, w szczególności tolerancji jako behawioralnej kompetencji społecznej, psychologicznej cechy charakteru i edukacyjnej pozycji światopoglądowej. Istotność tematu badawczego została nakreślona z punktu widzenia znaczenia regulacji interakcji społecznych między pedagogami a uczestnikami procesu edukacyjnego, społeczeństwem oraz jako niezbędna osobista cecha charakteru. Przedstawiono problem samorozwoju jednostki na drodze rozwoju kompetencji zawodowych z wykorzystaniem innowacyjnych metod. Podkreślono współczesne wymagania dotyczące procesu kształtowania pedagoga, który jest w stanie myśleć niezależnie, posiada emocje i adekwatnie demonstruje uczucia oraz wykazuje konstruktywne relacje w działaniach zawodowych. Badanie to zagłębia się w wyrafinowane rozumienie „tolerancji pedagogicznej” poprzez włączenie spostrzeżeń współczesnych naukowców i praktykujących pedagogów. Artykuł nakreśla sposoby wspierania tolerancji jako cechy charakteru współczesnych nauczycieli, kładąc nacisk na samorozwój, doskonalenie osobistych przekonań o wartościach oraz przejawy organizacyjne i wizerunkowe podczas interakcji w działaniach edukacyjnych. Niniejszy artykuł bada znaczenie tolerancji jako psychologicznej gotowości do profesjonalnej interakcji wśród przyszłych nauczycieli. Podkreśla rozwój umiejętności empatii i zdolności do angażowania się w konstruktywną krytykę bez wywoływania urazy. Artykuł podkreśla również znaczenie przygotowania pedagogicznego opartego na humanistycznym światopoglądzie, praktycznej realizacji partnerskiego modelu zachowania oraz umiejętności zwalczania mobbingu. Autorzy popierają pedagogikę facylitacji Wasyla Suchomłynskiego, która przyjmuje podejście skoncentrowane na dziecku. W artykule przedstawiono metody kultywowania tolerancyjnych relacji i nakreślono zadania edukacyjne w zakresie przygotowania nauczycieli, w których zewnętrzne i wewnętrzne przejawy tolerancji są ze sobą powiązane i stają się osobistymi przekonaniami. W artykule przedstawiono perspektywę zwiększania profesjonalizmu pedagogów poprzez integrację teorii psychologicznej, aktywne doskonalenie stylu komunikacji oraz wdrażanie innowacyjnych praktyk edukacyjnych w celu stworzenia wspierającego środowiska uczenia się. Artykuł podkreśla potrzebę dalszego badania perspektyw społecznych dotyczących znaczenia wspierania konstruktywnych, tolerancyjnych relacji w zróżnicowanym społeczeństwie, w którym jednostki mają różne przekonania religijne, polityczne i płciowe.

Słowa kluczowe: tolerancja pedagogiczna; przygotowanie pedagoga; wizerunek pedagoga; przeciwdziałanie mobbingowi