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THE MANIFESTATION OF TOLERANCE: A STUDY OF EDUCATORS

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Abstract. This article describes the manifestations of types of tolerance in teachers, the functions of tolerance, ethnic tolerance, social tolerance and tolerance as a personality trait. In addition, the results of the study conducted by the author to study the manifestation of tolerance traits in teachers are highlighted. It is noted that the factors determining the manifestation of social tolerance in teachers can be divided into several groups: personal characteristics, socio-psychological factors, professional experience and socio-cultural environment. Based on the study of studies devoted to the content, essence, manifestations, types of tolerance traits, the author's definition of the concept of teacher tolerance is presented.

Keywords: teacher, tolerance, personal tolerance, ethnic tolerance, social tolerance, function of tolerance

Introduction. In the context of ongoing globalization, social, economic, and cultural transformations taking place in various spheres of society are increasing the significance of tolerance in interpersonal relationships. In particular, the ability to reach compromises, respect the opinions of others, and promote mutual understanding among individuals with different views, beliefs, national identities, and cultural values has become one of the important socio-psychological issues. From this perspective, fostering and developing tolerance among school pupils and university students is of considerable scientific and practical importance.

Youth is a crucial stage of human development during which an individual's worldview, value system, social relationships, and behavioral norms are established. During this period, positive qualities such as empathy, the ability to understand the emotional states of others, and respect for diverse opinions and perspectives develop. At the same time, intolerance, a tendency toward conflicts, and social exclusion may also emerge. According to L.S. Vygotsky's scientific views on education and development, an individual's psychological development is closely associated with the social environment and the processes of education and upbringing. Therefore, a teacher's professional competence, personal qualities, and interpersonal communication style have a significant influence on the socio-psychological development of the younger generation.The formation and manifestation of social tolerance among teachers are determined by several interrelated factors.

These include individual psychological characteristics, the social environment, professional experience, communication skills, as well as national and cultural values. In pedagogical practice, tolerance is primarily reflected in accepting pupils and students regardless of their individual characteristics, listening to their opinions, demonstrating empathy, making impartial assessments,

and establishing effective communication. Such qualities contribute to creating a healthy psychological environment in the educational process, strengthening mutual trust, and preventing conflict situations. Researcher A.M. Baybakov identifies several important functions of tolerance within the pedagogical process. These include:

- **The stability function** – contributes to the development of a balanced, composed, and adequate attitude toward various life situations, events, and the behavior of others.
- **The stimulating function** – encourages individuals to recognize their own potential, express themselves, think independently, and engage in self-development.
- **The adaptive function** – facilitates an individual's adjustment to social groups and communities, active participation in collective activities, and maintenance of psychological balance in interpersonal relationships.
- **The evaluative and prognostic function** – develops the ability to assess complex social situations appropriately, anticipate potential conflicts, and establish constructive relationships with others.
- **The integrative function** – aims to strengthen solidarity among group members, resolve internal and external conflicts, and maintain psychological stability and cooperation within the group [1].

The scientific perspectives proposed by T.P. Skripkina are also of particular importance in examining the essence of tolerance and the boundaries of its manifestation. The scholar identifies several forms of a tolerant individual's position.The next methodology employed in our research is the Tolerance Index developed by G.U. Soldatova, O.A. Kravtsova, O.Ye. Khukhlaev, and L.A. Shaigerova. The methodology presents respondents with 22 statements. Its application among teachers is aimed at examining ethnic tolerance, social tolerance, and tolerance as a personality trait [4].

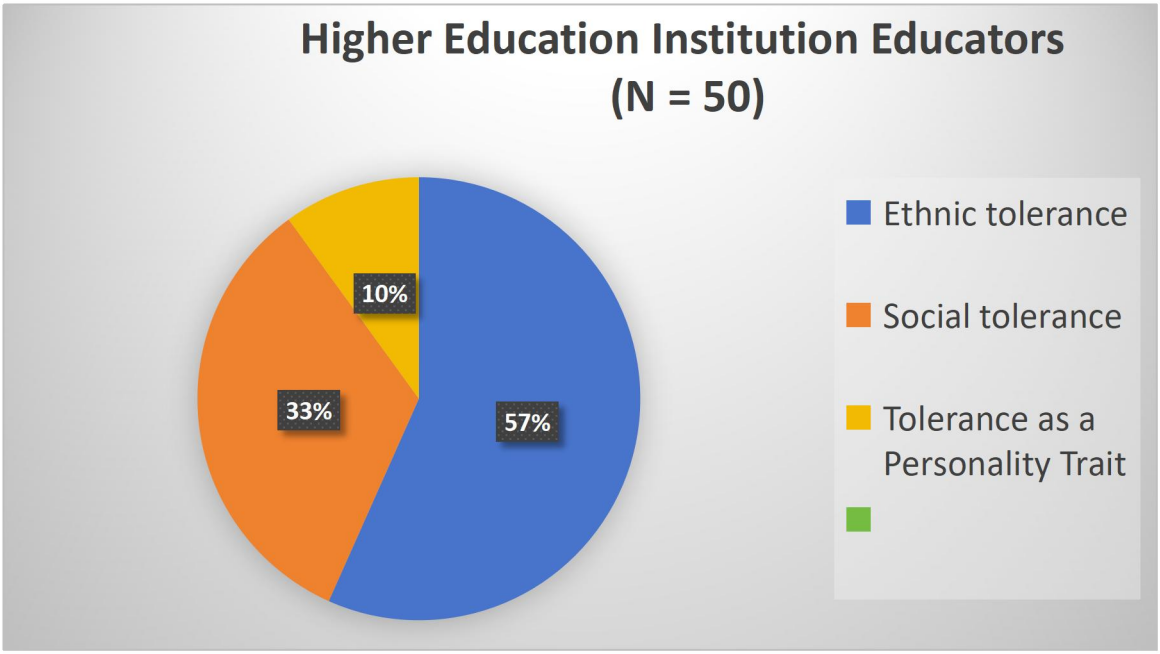
Respondents are required to indicate the extent to which they agree or disagree with the statements presented. To do so, they should select and mark the response that best reflects their opinion regarding each statement. The methodology comprises three main indicators.Psychologists have examined the essence of social tolerance and identified the following key approaches:

- Social tolerance is considered both an individual characteristic and a social value.
- Social tolerance represents a form of social attitude comprising affective, cognitive, and behavioral components.
- Social tolerance is regarded as a personal characteristic that may be associated with other individual personality traits [63, pp. 8–10].

Research Findings and Their Analysis. Using the Tolerance Index methodology developed by G.U. Soldatova, O.A. Kravtsova, O.Y. Khukhlaev, and L.A. Shaigerova, we conducted a preliminary study involving 60 teachers from general secondary schools and 60 academic staff members from higher education institutions. The study yielded the following results (Table 1).

1-Table

Descriptive Statistics of G. Soldatova's "Psychodiagnostic Assessment of the Personality Tolerance Index" Methodology



The research findings revealed differences between general secondary school teachers and higher education institution educators in terms of their tolerance index across three dimensions: ethnic tolerance, social tolerance, and tolerance as a personality trait. In particular, regarding the ethnic tolerance scale, the proportion of respondents demonstrating a high level was 53.33% among general secondary school teachers, whereas this figure reached 56.66% among higher education institution educators. On the social tolerance scale, a high level was observed in 46.66% of general secondary school teachers, compared to 51.66% of higher education institution educators. Regarding the third dimension, tolerance as a personality trait, the corresponding figures were 45% among general secondary school teachers and 50% among higher education institution educators.

Similarly, differences were identified between the two groups in terms of low levels of tolerance across the three dimensions of the tolerance index. Specifically, on the ethnic tolerance scale, a low level was recorded among 15% of general secondary school teachers, while the corresponding figure among higher education institution educators was 10%. On the social tolerance scale, the proportion of respondents demonstrating a low level was 18.33% among general secondary school teachers and 11.66% among higher education institution educators. Regarding the third dimension, tolerance as a personality trait, the percentage was 25% among general secondary school teachers, compared to 15% among higher education institution educators.

Conclusion. Researchers classify tolerance according to various criteria and distinguish several specific forms of this phenomenon. This classification is characterized by the recognition of social, cultural, national, and individual differences in interpersonal relationships, as well as the development of a positive attitude toward such differences.The identified forms of tolerance are directly related to the nature of pedagogical activity and serve as an important psychological

foundation for establishing professional relationships. In the educational process, teachers interact with pupils and students who differ in their worldviews, social backgrounds, levels of knowledge, national identities, and individual characteristics. Under such circumstances, it is essential to take into account the personal characteristics of each learner, listen to their opinions, and demonstrate respect for their views.

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