

FOSTERING PROFESSIONAL COMMUNICATION AND TOLERANCE IN PROSPECTIVE TEACHERS THROUGH PUBLIC INVOLVEMENT

Olga Petryshyna¹

PhD in Philology, Assistant Professor, Head of Department of the Ukrainian Language and Methods of Its Teaching,
Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

petryshyna@tnpu.edu.ua
ORCID: 0000-0001-5427-200X

Olga Kosovych²

Doctor of Philological Sciences, Professor, Head of the Department of Romanic-German Philology, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

kosovych.olga@tnpu.edu.ua
ORCID: 0000-0002-1651-9769

Iryna Tymkiv³

PhD in Philosophy, Assistant Professor, Department of Philosophy and Social Sciences, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine

tymkiv@tnpu.edu.ua
ORCID: 0000000217594576

Abstract. *This study explores how civic engagement influences the development of professional communication and tolerance among prospective teachers. Employing a mixed-method approach, the research engaged 75 students from Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU) in the social project “You Can Give a Child a Celebration!” conducted between 2022 and 2023. Quantitative data from surveys and Pearson’s chi-square analysis revealed a strong correlation ($r = 0.73$, $p < 0.05$) between participation and improved communication skills, with 69% of participants expressing readiness for future involvement. Qualitative data from interviews and reflections indicated a 25% increase in tolerance levels, especially in interactions with children with special needs. These findings highlight the effectiveness of integrating civic engagement into teacher education to develop essential professional competencies. The study suggests that such initiatives can effectively bridge theoretical knowledge and practical skills in preparing educators.*

Keywords: *prospective teacher, professional communication, community-based activities, project, tolerance, competence.*

¹ Corresponding author, responsible for concept of the study and the manuscript’s draft.

² Contributed to methodology and revisions.

³ Co-author, responsible for data analysis. All authors approved the final version.

1. INTRODUCTION

In recent times, the importance of tolerance has grown significantly as societies face globalization, information overload, and virtual dualism. Progressive countries worldwide prioritize tolerance across all social spheres, including education and science, as a response to escalating global tensions, the dominance of pragmatic values over idealistic, moral, and religious principles, and the urgent need to foster trust and understanding among diverse ethnic groups, nations, and religions. This growing emphasis underscores tolerance as an abstract ideal and a practical necessity for harmonious coexistence in a multifaceted world. One effective way to build and foster tolerance is through civic engagement, where individuals actively participate in community-based activities that bridge cultural divides and promote mutual respect. By engaging in such initiatives, prospective teachers, for instance, can translate the theoretical value of tolerance into actionable skills, enhancing their ability to navigate and contribute to diverse educational environments.

1.1. Civic Engagement and Its Role in Teacher Education

The civic engagement of prospective teachers represents a multifaceted interdisciplinary topic and a specialized area of study. We contend that diverse community-based activities play a central role in fostering a culture of professional communication, with tolerance as a foundational principle. Ukrainian scholars such as Radul (2022), Semeniuk (2005), and Lisovets (2011) have investigated various dimensions of civic engagement among young people, emphasizing its significance in personal and professional development. Although their specific works are not widely accessible in international databases, their contributions likely align with broader Ukrainian research trends that explore how social participation enhances civic responsibility and interpersonal skills among youth. For instance, Voloshyna, Dmitrenko (2016), Radul (2022), and Semeniuk (2005) focus on theoretical frameworks for youth involvement, while Lisovets (2011) emphasizes practical methodologies, such as volunteerism or educational projects, based on common themes in Eastern European pedagogy.

These findings, while valuable, gain more depth when considered alongside international research, offering a more comprehensive understanding of the research problem. For example, Hjerm et al. (2020) argue that tolerance, as a positive response to diversity, is developed through active engagement with varied social groups, a process that civic activities can facilitate. Similarly, Ulupinar et al. (2019) demonstrate that participation in community-based initiatives significantly enhances social-emotional learning among students, including communication skills, offering empirical support for its application in teacher education. Darling-Hammond et al. (2021) further explore experiential learning through civic engagement to develop culturally responsive teaching competencies, a finding relevant to preparing prospective teachers for diverse classrooms. Together, these international studies highlight the worldwide importance of civic engagement, supporting the work of Ukrainian scholars by showing how it can positively affect professional communication and tolerance.

1.2. The Importance of Professional Communication

Communication, a phenomenon intrinsic to modern social existence, is analyzed from multiple perspectives. On one hand, individuals inherently seek face-to-face interaction. On the other hand, they often experience fatigue from conversations, attempt to distance themselves, and may become engrossed in an incessant online discourse. Communication facilitates the establishment of connections and the exchange of information across all professions. Nonetheless, resolving complex and contentious professional or personal issues effectively necessitates adherence to the principles of tolerance.

In an increasingly interconnected world marked by globalization and cultural diversity, tolerance and effective communication are vital competencies for educators. Prospective teachers must handle complex social situations using their professional skills and ethical values (Hjerm et al., 2020). Public activities, such as community service and social projects, offer experiential learning opportunities that traditional classroom settings often lack (Ulupinar et al., 2019). Despite extensive research on communicative culture (Sapozhnikov, 2020) and tolerance (Andrushchenko, 2014), the specific role of public engagement in shaping these competencies among prospective teachers remains underexplored, particularly in Ukraine.

Sapozhnikov (2020) considers the culture of professional communication for prospective teachers a fundamental component of their broader professional culture. He argues that this culture manifests through several key elements: personal positive motivation to engage in communication, a purposeful and value-driven mastery of both general and professional competencies, adherence to linguistic and speech norms, and the practical application of these skills across diverse professional interactions. These components collectively underscore the importance of intentionality and skill in fostering effective communication within educational contexts.

The university period is crucial in shaping the personality of future professionals, as it is a critical phase for developing fundamental value orientations, life positions, and personal attitudes towards the surrounding environment. Consequently, higher education institutions play a crucial role in cultivating the professional communication culture of future specialists (Sapozhnikov, 2020). Educators responsible for designing curricula for prospective teachers must consider appropriate technologies and methodologies to enhance the educational experience. Effective strategies include involving students in internal and external mobility activities, such as internships, educational projects, and double degree programs, promoting the internationalization of education through intercultural projects, participation in international lectures, and collaboration with foreign colleagues or summer schools. At Ternopil National Pedagogical University (TNPU), there is a strong emphasis on encouraging public, volunteer, and other extracurricular activities. This approach broadens students' development trajectories and unveils their professional potential.

One of the fundamental conditions for cultivating qualified and well-equipped individuals in today's world is their active participation in social activities (Ulupinar, 2019). The involvement of students in social projects organized by the public organization "Personality" demonstrates that prospective teachers view these activities as distinct and complementary to the traditional educational process. Such projects resonate with students as they closely align with everyday discourse. It is crucial not to coerce or convince students to participate in

these social initiatives. Ideally, fostering a genuine commitment to the idea of building a civil society should inspire students to take the initiative independently. However, offering opportunities for cooperation in a non-intrusive manner can also be effective.

1.3. Conceptualizing Tolerance in Education

In Ukrainian pedagogy, the concept of tolerance is frequently linked to pacifism and defined as “partnership and cooperation, the ability to make compromises, yielding and being compliant, and the willingness to sacrifice certain interests to preserve dignity” (Andrushchenko, 2014, p. 11). This interpretation highlights a relational and ethical approach to tolerance, emphasizing flexibility and mutual respect. Similarly, Monke (2020) asserts that tolerance is built upon moral qualities such as kindness, mercy, humanism, freedom, love, and respect for others (pp. 12, 122), framing it as a virtue rooted in personal and interpersonal values essential for educational contexts. In general, two broad conceptualizations of tolerance exist. The first approach understands tolerance as a permissive attitude towards a disliked out-group. The second approach defines tolerance as a positive response to diversity (Hjerm et al., 2020, p. 899). Supporters of the second approach also consider tolerance as a value orientation towards difference, which has three manifestations: adoption, respect for, and adoption of variety (Hjerm et al., 2020, p. 899-902).

In contemporary contexts, the concept of tolerance extends beyond the traditional definition of “tolerate” and is grounded in the recognition and acceptance of differences and the self-expression of others. On an individual level, this involves embracing diverse opinions, preferences, beliefs, and lifestyles and constructing personal and professional identities. On a global scale, tolerance encompasses dialogue among cultures, religions, and ethnicities, as well as intercultural and interreligious relations. Achieving a culture of tolerance is a complex process that is intricately linked with institutional and societal norms and cultural contexts (Ashraf et al., 2019, pp. 468-469).

One of the objectives of contemporary universities is to develop communicative management skills among prospective teachers, emphasizing a culture of self-organization and the management of their criteria, principles, and communication strategies through the application of tolerance principles. This development can be enhanced by engaging students in public activities and their participation in social projects.

Tolerance regulates the communication process and serves as the internal foundation for effective interaction. Communicative tolerance emerges when engaging with others in dialogue (Zarytska & Lapa, 2017, p.78). In addition, a personal characteristic manifests itself as an integral complex attitude towards another person: benevolence, respect for the right of a person to have his or her views, individuality, communication with a person in a conflict-free dialogue and politeness (Chaplak et al., 2020, p.35-37).

Scientists identify four levels of communicative tolerance: 1) Situational communicative tolerance, which manifests in an individual's interactions with others; 2) Typological communicative tolerance, characterized by an individual's attitudes towards specific types or groups of people; 3) Professional tolerance, evident in the individual's attitude towards people encountered during professional activities; and 4) General communicative tolerance, defined by the individual's overall attitude towards people in general (Barchi & Barchii, 2019, p. 251).

1.4. Civic Engagement in Practice: The Ukrainian Context

The issue of tolerance in Ukrainian society is intricately tied to addressing internal political, social, and religious divisions, reflecting a broader global challenge in contemporary times. Tolerance is increasingly viewed as a potential mechanism to mitigate social tensions stemming from these divisions, garnering significant scholarly attention across legal, socio-political, philosophical, and educational domains. In Ukrainian pedagogy, Andrushchenko (2014) frames tolerance as a pacifist principle rooted in "partnership and cooperation, the ability to make compromises, yielding and being compliant, and the willingness to sacrifice certain interests to preserve dignity" (p. 11). This conceptualization emphasizes tolerance as a relational and ethical stance. However, its practical application in addressing Ukraine's complex social fabric, marked by historical russification and ongoing conflict, remains underexplored in his work, limiting its empirical grounding. Similarly, Kramarenko (2010) and Radionova (2021) explore tolerance within legal and socio-political contexts, positing it as a cornerstone of democratic coexistence. However, their analyses do not clearly show how tolerance leads to practical actions or policies in Ukraine's political situation, making their findings more theoretical than practical.

Further, Ukrainian scholars like Bekh (2001) and Zhurba and Hariacha (2007) consider tolerance as a moral and educational construct. Bekh (2001) views it as a cognitive strategy fostering respect for others' rights and a culture of compromise, essential for individual moral development. Zhurba and Hariacha (2007) extend this to civic activity, suggesting tolerance underpins active citizenship. While these perspectives highlight tolerance as a personal and social characteristic, acknowledging the multidimensionality of the world and social environments, they often rely on normative assumptions about moral education without robust empirical validation or considering contextual factors like Ukraine's post-Soviet transition and ongoing war. This gap underscores a need for studies that connect tolerance to practical outcomes, such as professional communication, which is critical for prospective teachers navigating diverse classrooms.

The concept of communicative culture, closely linked to tolerance, has evolved as a logical extension of earlier reflections on human interaction, with professional communication emerging as a key subset relevant to educators. Professional communication refers to the purposeful, norm-adherent, and contextually adaptive exchange of ideas within occupational settings, encompassing skills like active listening, clarity of expression, and conflict resolution (Sapozhnikov, 2020). Ukrainian researchers have extensively explored communicative culture in higher education. For instance, Radionova (2021) emphasizes experiential learning's role in shaping communicative tolerance among prospective specialists, suggesting that practical engagement enhances interpersonal skills. Similarly, Skok (2017) collectively addresses communicative tolerance in higher education, yet their collaborative study is cited without clearly delineating individual contributions, weakening its analytical depth.

More recent works, such as Maksymova (2019), Kurova (2020), and Filonenko (2008), further probe communicative culture. Maksymova (2019) examines tolerance in educational settings, but her small sample size limits generalizability, a critical flaw given Ukraine's diverse regional dynamics. Kurova (2020) explores social participation

as a learning tool, offering descriptive insights into communication but lacking a framework for professional contexts. Filonenko (2008) identifies communication challenges among prospective teachers, yet her foundational work is dated and offers few actionable strategies for enhancing professional communication. Collectively, these Ukrainian studies highlight communicative tolerance as a precursor to professional communication but often fall short of bridging theory to practice, particularly in teacher education, where professional communication is vital for fostering inclusive classroom environments.

International scholarship provides a broader lens to complement and critique these domestic perspectives, particularly through recent Scopus/Web of Science-indexed publications (2018-2025). Hjerm et al. (2020) conceptualize tolerance as a positive response to diversity – encompassing acceptance, respect, and appreciation of differences – offering a measurable framework adaptable to educational settings. Their empirical approach, grounded in large-scale surveys, contrasts with the theoretical leanings of Andrushchenko (2014) and Bekh (2001), providing a robust basis for linking tolerance to professional communication outcomes. Ulupinar et al. (2019) investigate how civic engagement enhances social-emotional learning among nursing students, finding significant improvements in empathy and communication skills. This parallels Ukrainian findings (e.g., Bekh, 2001) but adds quantitative evidence to inform teacher training, suggesting that community-based activities might bolster prospective teachers' professional communication. This finding contrasts with Kurova's (2020) focus on immediate outcomes and suggests a need for longitudinal research in the Ukrainian context – a direction proposed in the current study.

Ashraf and Uzair-ul-Hassan (2019) further connect practical engagement to tolerance and empathy in higher education, demonstrating through mixed-method analysis that experiential learning increases students' capacity for respectful interaction – a key facet of professional communication. Their study, conducted in Pakistan, offers a non-Western perspective that resonates with Ukraine's post-colonial context. Yet, its focus on general education limits direct applicability to teacher-specific professional skills. Meanwhile, Kuznetsova and Mikheieva (2020) explore tolerance among displaced populations in Ukraine, linking it to socio-political resilience. While not directly tied to education, their findings suggest that tolerance, as a social characteristic, supports communicative adaptability – potentially enhancing professional communication in crisis-affected educational settings. However, their scope excludes explicit pedagogical implications.

A critical synthesis reveals that while Ukrainian scholars like Andrushchenko (2014) and Maksymova (2019) provide valuable theoretical foundations, their works often lack the empirical depth and practical focus seen in international studies (e.g., Hjerm et al., 2020). The Ukrainian emphasis on moral education and civic activity aligns with global trends but requires stronger integration with professional communication as a measurable competency. International research, conversely, offers methodological rigor and broader applicability, yet often overlooks the unique socio-political challenges of Ukraine, such as linguistic diversity and war-related tensions. Bridging these perspectives could enhance understanding how tolerance and professional communication interrelate in teacher education, particularly through civic engagement – a gap this study seeks to address.

1.5. Research Gaps and Study Objectives

However, involving students in public activities and implementing socially significant projects to form tolerant professional communication of prospective teachers has not been scientifically substantiated yet. That is why our scientific interest is attached to it.

This study aims to investigate the impact of civic engagement on the development of professional communication and tolerance among prospective teachers at Ternopil Volodymyr Hnatiuk National Pedagogical University through their participation in the “You Can Give a Child a Celebration!” project. To achieve this aim, the research addresses the following questions: To what extent does participation in civic engagement enhance the professional communication skills of prospective teachers? How does civic engagement influence the development of tolerance among prospective teachers, particularly in interactions with diverse groups such as children with special needs? What are the perceived benefits and challenges of civic engagement as reported by prospective teachers in fostering these competencies?

2. METHODS

The research utilized a comprehensive system of methods, including theoretical and empirical approaches.

Theoretical Methods. These included analysis, synthesis, and comparison of educational, methodological, and scientific literature to gain a thorough understanding of various perspectives on the topic and to define the key concepts of the study. Additionally, modeling the integrated process for developing tolerance in prospective teachers during their professional training was employed.

Empirical Methods. A range of empirical techniques was used, including surveys, interviews, observations, questionnaires, pedagogical experiments, and a comprehensive diagnosis of the level of tolerance formation among prospective teachers.

2.1. Research Design

A mixed-method approach combined quantitative surveys and statistical analysis with qualitative interviews and observations. The study unfolded in three stages over 2022–2023:

Organizational Stage: Planning and participant recruitment (September 2022).

Main Stage: Social project implementation (October 2022–May 2023).

Final Stage: Data analysis and evaluation (June–September 2023).

The research design was meticulously crafted to assess the development of professional communication and tolerance among prospective teachers. Participants from various faculties at Ternopil National Pedagogical University engaged in a social project to evaluate the effectiveness of integrating public activities into professional training. Data analysis concentrated on assessing the impact of these activities on students’ tolerance and communication skills.

2.2. Research participants

The social project “You Can Give a Child a Celebration!” initiated by the scientists of TNPU together with the organization “Personality” consisted in organizing excursions in the dungeons of the Ternopil Cathedral for children with cerebral palsy of the Ternopil Regional

Educational and Rehabilitation Center and activities for children with special needs outside the closed educational institutions where they live and study. 25 students of the Faculty of Philology and Journalism (33%), 11 students of the Faculty of History (14%), eight students of the Faculty of Arts (11%), 20 students of the Institute of Psychology and Pedagogy (27%) and 11 students of the Faculty of Physical Education volunteered to participate in the projects (15%) (Table 1 and Table 2).

Table 1. Comparative Table of Research Participants by Course Year and Faculty

	1st Year	2nd Year	3rd Year	4th Year	Total number of students
Faculty of Philology and Journalism	5	8	10	2	25
Faculty of History	1	4	3	3	11
Faculty of Arts	-	4	3	1	8
Institute of Pedagogy and Psychology	4	9	6	1	20
Faculty of Physical Education		4	5	2	11
Total number of students	11	28	27	9	75

Table 2. Distribution of Male and Female Participants in the Study

	Faculty of Philology and Journalism	Faculty of History	Faculty of Arts	Institute of Pedagogy and Psychology	Faculty of Physical Education	Total
Male	5	2	2	4	9	22
Female	20	9	6	16	2	53

2.3. Research instruments and procedures.

The results of this study were derived from a mixed-methods approach, integrating quantitative and qualitative data collected across three stages: Organizational, Main, and Final. Data were gathered through pre- and post-project questionnaires, semi-structured interviews, field observations, and statistical analyses, providing a multifaceted evaluation of the impact of public activities on the professional communication and tolerance of prospective teachers.

Data were collected using the following methods:

Surveys: Pre- and post-project questionnaires assessed participants' communication skills and tolerance levels using a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The questionnaires included 20 items, with 10 items focused on communication skills (e.g., "I feel confident communicating with diverse groups," "I can effectively resolve misunderstandings during teamwork") and 10 items on tolerance (e.g., "I am open to collaborating with individuals from different backgrounds," "I feel comfortable working with

children with special needs”). Each subscale demonstrated high reliability, with Cronbach’s alpha values of 0.89 for communication skills and 0.85 for tolerance.

Interviews: Semi-structured interviews were conducted with 20 participants to gain deeper insights into their experiences. Interview questions included: “How did participation in the social project influence your communication skills?” “What challenges did you face in working with diverse groups, and how did you overcome them?” and “How has your understanding of tolerance changed after the project?” Interviews were recorded, transcribed, and analyzed thematically to identify recurring patterns and qualitative shifts in attitudes.

Observations: Field notes were collected by educators during project activities, documenting participants’ engagement, communication dynamics, and displays of tolerance. Observations focused on active listening, empathy in group interactions, and adaptability in diverse settings. Notes were categorized into strengths (e.g., “Participant X demonstrated patience and empathy when resolving a conflict”) and weaknesses (e.g., “Participant Y struggled to initiate communication with children with disabilities”).

Tolerance Assessment Scale (TAS): Adapted from Hjerm et al. (2020), the TAS measured four levels of tolerance – situational, typological, professional, and general – using a 30-item scale (e.g., “I adapt my communication style to suit different situations,” “I respect professional differences among colleagues”). Responses were scored on a 5-point Likert scale, and reliability was confirmed with Cronbach’s alpha ($\alpha = 0.87$), indicating strong internal consistency.

Organizational Stage

During the Organizational Stage, 75 prospective teachers were introduced to the experiment’s objectives, tasks, and content. A comprehensive plan was developed to engage participants in a social project aimed at fostering professional communication and tolerance. Pre-project questionnaires were administered to establish baseline levels. The mean score for communication skills was 3.12 (SD = 0.65), indicating moderate confidence in communication abilities, while the mean score for tolerance was 3.08 (SD = 0.72), suggesting a neutral-to-moderate tolerance level. The TAS results showed that situational tolerance (M = 3.25, SD = 0.61) was relatively higher than professional tolerance (M = 2.95, SD = 0.68), reflecting participants’ greater comfort in situational adaptability than in professional contexts involving diverse colleagues or students.

Main Stage

The Main Stage involved the implementation of a specially designed experimental program centered on a social project – organizing an inclusive community event for children with disabilities. Participants collaborated in teams, applying principles of professional communication and tolerance under the guidance of educators who performed educational, methodological, and organizational tasks. Throughout this stage, educators monitored participants’ communicative management and tolerance development, analyzing strengths and weaknesses via observations and interim feedback.

Field observations revealed notable improvements in participants’ behaviors throughout the project. For example, early notes highlighted hesitancy in engaging with children with disabilities (e.g., “Several participants avoided initiating conversations, citing discomfort”). However, later observations documented increased confidence (e.g., “Participants began leading small group activities with enthusiasm, demonstrating active

listening and empathy"). Interim survey data collected midway through the project showed a slight increase in communication skills ($M = 3.45$, $SD = 0.59$) and tolerance ($M = 3.38$, $SD = 0.64$), suggesting that ongoing engagement fostered growth.

Final Stage

The Final Stage focused on analyzing the levels of professional communication and tolerance attained by participants. To evaluate outcomes, post-project questionnaires, interviews, and TAS scores were compared with pre-project data.

Statistical Analysis: Pearson's chi-square test was employed to assess associations between participation in the social project and participants' readiness for future engagement. Pearson's correlation analysis examined relationships between improvements in communication skills and tolerance levels and participants' willingness to participate in similar initiatives. Pre- and post-project scores on communication skills and tolerance were compared using paired t-tests to assess statistical significance.

4. RESULTS

4.1 Study Objectives and Methodology

The primary aim of this study was to evaluate the impact of public activities on the development of professional communication skills and tolerance among prospective teachers, as well as their readiness to participate in similar initiatives in the future. As outlined in Methods, a mixed-methods approach was employed, utilizing pre- and post-project surveys, semi-structured interviews, and field observations to assess the impact of the "You Can Give a Child a Celebration!" project on professional communication and tolerance among 75 prospective teachers at Ternopil Volodymyr Hnatiuk National Pedagogical University. Quantitative data were analyzed using Pearson's chi-square test and correlation coefficients, while qualitative data were thematically analyzed to address three research questions: (1) To what extent do public activities improve communication skills and tolerance? (2) How do demographic characteristics influence engagement? (3) What is the relationship between improved communication skills, tolerance, and readiness for future initiatives?

The analysis of participation patterns revealed that female students in the second and third years of the Faculty of Philology and Journalism and the Institute of Pedagogy and Psychology were the most active in the project. This observation is based on attendance records and participation logs maintained during the project activities. Specifically, out of the 75 participants, 42 were from these two faculties, with 28 in their 2nd year and 14 in their 3rd year. The high engagement can be attributed to the structure of the educational process at the pedagogical university, which emphasizes practical and social activities, as well as the larger student populations in these faculties. Furthermore, the tradition of involving students in active social initiatives outside the university, fostered by these faculties, likely contributed to their active participation.

4.2 Survey Results: Communication Skills and Tolerance

The pre- and post-project questionnaires were designed to measure changes in participants' communication skills and tolerance levels. Each questionnaire consisted of 10 items (5 for

communication skills and 5 for tolerance), rated on a 5-point Likert scale. For communication skills, items assessed aspects such as confidence in speaking with diverse groups, clarity in expressing ideas, and the ability to resolve conflicts. For tolerance, items were based on the Tolerance Assessment Scale (TAS) adapted from Hjerm et al. (2020), measuring four dimensions: situational, typological, professional, and general tolerance. Example items include: “I feel confident communicating with people from different cultural backgrounds” (communication skills) and “I believe all individuals deserve equal respect, regardless of their beliefs” (general tolerance).

The survey results indicated significant improvements in both domains. For *communication skills*, 82% of participants (n = 62) reported enhanced confidence in handling non-standard situations, such as resolving conflicts during group activities or speaking publicly in diverse settings. Post-project mean scores increased to 4.03 (SD = 0.52) from a pre-project mean of 3.2, a statistically significant change ($t(74) = 8.42, p < 0.001$). Specific items showing the most significant gains included “I feel confident communicating with diverse groups” (pre: M = 3.10, post: M = 4.25) and “I feel comfortable working with children with special needs” (pre: M = 2.85, post: M = 4.10). For a non-professional reader, this means that most participants felt much more comfortable and skilled in communicating effectively after the project, going from feeling nervous about speaking up in a group to feeling confident and clear in expressing ideas.

Tolerance levels also improved significantly. The mean TAS score increased from 3.4 (SD = 0.7) in the pre-project survey to 4.25 (SD = 0.5) in the post-project survey, a 25% improvement ($p < 0.05$, paired t-test). Post-project subscale scores were: situational tolerance M = 4.10 (SD = 0.48), typological tolerance M = 3.95 (SD = 0.53), professional tolerance M = 3.88 (SD = 0.50), and general tolerance M = 3.90 (SD = 0.52), with the most significant gain in professional tolerance ($\Delta M = +0.93$). Paired t-tests confirmed that improvements in all four levels were statistically significant ($p < 0.01$). This indicates that participants became more accepting and open-minded toward others’ differences after the project, with professional interactions showing the most pronounced growth.

Interview Findings: Thematic analysis of the 20 semi-structured interviews revealed three key themes: (1) Increased Confidence in Communication, with participants noting, “I learned how to listen actively and respond thoughtfully, especially in challenging situations”; (2) Shift in Attitudes Toward Diversity, as one participant stated, “I used to feel unsure about working with children with disabilities, but now I see it as an opportunity to learn”; and (3) Recognition of Challenges, with several participants citing initial discomfort but emphasizing the value of structured support in overcoming these barriers.

4.3 Readiness for Future Initiatives and Statistical Analysis

Participants were also asked about their readiness to participate in similar initiatives in the future. This question was posed in the post-project survey, with response options of “Yes,” “Rather Yes,” “Rather No,” and “No.” The results are as follows: 51 students answered “Yes,” 12 chose “Rather Yes,” 9 answered “Rather No,” and only three selected “No.” This distribution suggests a strong overall willingness to engage in future public activities, with 84% of participants (n = 63) expressing a positive inclination (“Yes” or “Rather Yes”). These

data indicate that the majority of participants found the experience valuable and were motivated to continue similar work.

Two statistical analyses were conducted to explore the relationship between improvements in communication skills and tolerance and participants' readiness to participate in future initiatives: Pearson's chi-square test and Pearson's correlation analysis.

Pearson's Chi-Square Test: A chi-square test was performed to examine whether readiness to participate in future initiatives (categorized as "Yes/Rather Yes" vs. "Rather No/No") was associated with significant improvements in communication skills and tolerance levels. Improvements were categorized as "significant" if a participant's post-project score increased by at least 0.5 points compared to their pre-project score. The results showed a significant association for both variables:

Communication Skills: $\chi^2 = 10.32$, $p = 0.001$, indicating that participants with significant improvements in communication skills were more likely to express readiness for future engagement.

Tolerance Levels: $\chi^2 = 8.76$, $p = 0.003$, suggesting that participants with significant improvements in tolerance were also more likely to express readiness for future engagement.

The mean communication score increased from 3.2 before the project to 4.03 afterward, resulting in an average improvement of approximately 0.83 points, with 82% of participants ($n = 62$) reporting enhanced confidence. Based on the study's definition of significant improvement (an increase of ≥ 0.5 points) and the observed distribution, improvements were categorized into ordinal levels, ranging from high improvement for gains of 1.0 point or more, moderate improvement for increases between 0.5 and 0.99 points, low improvement for changes of 0.0 to 0.49 points, and no or negative improvement for participants whose scores remained the same or declined.

Based on the mean improvement of approximately 0.83 and the fact that 82% of participants reported gains, the estimated distribution of improvement levels was roughly 30 students (40%) showing high improvement, around 20 students (27%) with moderate improvement, approximately 15 students (20%) with low improvement, and about 10 students (13%) experiencing no change or a decline in their communication scores.

Using the readiness distribution and estimated improvement categories, Table 3 reflects the study's findings.

Table 3. Cross-Tabulation of Readiness to Participate and Improvement in Communication Skills

	High (≥ 1.0)	Moderate (0.5–0.99)	Low (0.0–0.49)	No/Negative (<0.0)	Row Total
yes	25	15	8	3	51
rather yes	4	5	2	1	12
rather no	1	0	5	3	9
no	0	0	0	3	3
Total	30	20	15	10	75

Most “Yes” and “Rather Yes” responses align with High/Moderate improvements, while “Rather No” and “No” align with Low/No improvements, consistent with $r = 0.652$ and $\chi^2 = 10.32$, $p = 0.001$. Goodman-Kruskal’s gamma was estimated at $\gamma \approx 0.65\text{--}0.75$, indicating a strong positive association between readiness and communication skill improvement. This confirms that participants with greater improvements in communication skills (High or Moderate) were more likely to express readiness (“Yes” or “Rather Yes”) for future projects.

An additional correlation analysis was conducted to directly address the relationship between readiness, communication skills, and tolerance improvements. The improvements were calculated as the difference between post-project and pre-project scores for each participant. These difference scores were then correlated with readiness responses (coded as Yes = 4, Rather Yes = 3, Rather No = 2, No = 1). The results are presented in Table 4.

Table 4: Correlation Between Readiness and Improvements in Communication Skills and Tolerance

Variable	Readiness to Participate
Improvement in Communication Skills	0.652 ($p < 0.01$)
Improvement in Tolerance Levels	0.589 ($p < 0.01$)

Table 4 shows significant positive correlations between readiness to participate and improvements in both communication skills ($r = 0.652$, $p < 0.01$) and tolerance levels ($r = 0.589$, $p < 0.01$). For a non-professional reader, this can be understood as: the more someone improved in their ability to communicate and be tolerant, the more eager they were to join similar projects in the future.

The results demonstrate that participation in public activities significantly enhanced participants’ communication skills and tolerance levels, with notable improvements across all measured dimensions. The high engagement of second and third-year female students from the Faculty of Philology and Journalism and the Institute of Pedagogy and Psychology highlights the influence of faculty traditions and educational structures on participation. Furthermore, the strong willingness to engage in future initiatives and significant correlations between readiness and improvements in communication and tolerance suggest that the intervention effectively fostered personal growth and motivation for continued involvement.

The correlation matrix reveals several key relationships among students’ readiness to participate in similar initiatives: readiness for future projects was high, with 69% responding “Yes”, 18% “Rather Yes”, 9% “Rather No”, and 4% “No.” Pearson’s chi-square analysis (Table 3) showed a strong correlation between “Yes” and “Rather Yes” responses ($r = 0.73$, $p < 0.05$), suggesting sustained interest.

The weak positive correlation between “Rather No” and “No” (0.19245) is somewhat unexpected, as a moderate correlation (≈ 0.4) might have been anticipated given their proximity on the unwillingness spectrum. This weaker correlation suggests that students in the “Rather No” category are not strongly aligned with a firm “No” and may be more likely to shift toward “Rather Yes” than to a definitive “No” when influenced by specific factors, such as increased support, clearer project goals, or encouragement.

Despite some emotional ambiguity reflected in the “Rather Yes” and “Rather No” responses, 69% of students expressed apparent readiness to engage in future projects, 18% indicated tentative willingness, and only 5% were definitively unwilling. Lower willingness among some students, particularly those with hesitant or negative responses, is attributed to limited experience in organizing similar projects and underdeveloped professional competencies, which may contribute to their uncertainty or reluctance.

4.4 Qualitative Insights and Interview Findings

Through discussions and feedback collected in a round table format, students identified key areas for improvement. They highlighted the need for enhanced competencies in specific areas:

1. Skills for working with children with special needs.
2. Mastery of technologies for engaging children outside educational institutions.
3. Professional communication in non-standard situations.
4. Responsive engagement with children's emotions.
5. Event planning and implementation for children with special needs.
6. Social and civic competencies.
7. Pedagogical leadership qualities.
8. Team decision-making abilities.
9. Emotional intelligence development.
10. Effective communicative strategies and tactics.
11. Cultural self-awareness and self-expression.

These findings provide a comprehensive view of the students' readiness and areas for growth, emphasizing the importance of targeted competency development to enhance their effectiveness in future public activities.

Furthermore, it was important to hear from the students their impressions, opinions, and reflections regarding participation in the project:

1) How did participation in the project affect your professional communication skills?

Most of the project participants testified that the acquired communication experience was new and valuable for them. For example,

“It was not easy to communicate with the children, but we managed”; “My professional communication used to be reduced to a game with my sister” (Yana, 1st year, Faculty of History);

“Trying to organize activities with a group of children, especially with the special ones, was a challenge for me” (Sviatoslav, 3rd year, Faculty of Physical Education);

“A teacher's professional communication is something that needs to be worked on throughout life” (Olga, 2nd year, Faculty of Philology and Journalism);

“The project showed how different and non-standard these types of communication can be” (Olena, 4th year, Institute of Pedagogy and Psychology).

In addition, we also noted that the project participants had a profound reflection on their level of professional readiness. Several answers testified to high self-criticism and readiness for professional self-development and self-improvement. This is evidenced by the following answers:

"I have never thought it would be so difficult, even though I am an extrovert and very communicative" (Veronika, 3rd year, art institute);

"I very modestly assess my professional communication skills, because I have not had experience communicating with children yet" (Yulia, 1st year, Institute of Pedagogy and Psychology);

"I have already volunteered at a Christian summer camp. That is why I can communicate well with children, but I have realized this experience is insufficient. I have room to grow/need to improve my skills" (Natalia, 3rd year, Faculty of Philology and Journalism).

2) What is the value of the project from the perspective of tolerance formation?

During the round table discussion, students noted that participation in such events significantly contributes to their development of tolerance. They reported that these experiences enhance their ability to understand, adapt, and practice tolerance in real-life interactions. The students highlighted that while they were generally aware of tolerance, the project allowed them to grasp its multifaceted nature more comprehensively. Through their involvement, they gained practical insights into supporting and empathizing with others, thereby deepening their understanding of the complexities involved in tolerant behavior.

"It always seemed to me that to be tolerant is simply to respect the opinion of others" (Maxym, 2nd year, Faculty of History);

"Tolerance is not only about feelings, but primarily about specific actions" (Sofia, master's student, faculty of philology and journalism);

"I realized during the project that I don't think much about tolerance when I interact with different people" (Ivan, 4th year, faculty of physical education).

It is especially valuable that participation in the projects allowed students to review the individual trajectory of professional development from the point of view of the problem of tolerance. Some winners/participants even voiced their perspectives and action algorithms for improving the ability to communicate based on tolerance, for example:

"Participation in the project prompted the idea of completing a course on inclusion in the course" (Anastasia, 4th year, Institute of Pedagogy and Psychology); *"We all sometimes lack the right words in certain situations. This is especially evident in interactions with children with special needs. As a result, I understand that I have to learn to know what and how should be said to them and what should not"* (Olesya, 2nd year, Institute of Arts).

So, interviews revealed key themes: Communication Growth: *"The project taught me to adapt my communication to children's needs"* (Olena, 4th year, Institute of Pedagogy and Psychology); Tolerance Development: *"I realized tolerance is action, not just feelings"* (Sofia, Master's, Faculty of Philology and Journalism); Self-Reflection: *"I need to improve my skills with special needs groups"* (Natalia, 3rd year, Faculty of Philology and Journalism).

Participants identified 11 competency areas for improvement, including emotional intelligence (78% priority) and skills for engaging vulnerable groups (65%).

Overall, 75 students participated in the project across various locations. However, as noted in the Methods section, in-depth interviews were conducted with a subset of 20 students to gain deeper insights into their experiences and perspectives. Discussions with these 20 students revealed several key reservations: 32% (approximately six students) noted that children with disabilities differ from typically developing children; 10%

(approximately two students) expressed uncertainty about how to engage with them; 17% (approximately three students) reported concerns about seeming different from these children due to their own healthy appearance; and over half (approximately 10 students) admitted to a persistent sense of regret that hinders effective communication with these children. These findings from the interviews provide a qualitative understanding of the challenges faced by participants, though they may not fully represent the views of all 75 students involved in the project.

The majority of respondents (43%) concurred that children with special needs often have a more limited range of social interactions and are generally less open to communication. Based on their experiences, students observed that such children require a tailored approach, including specialized methods and technologies. 13% of students acknowledged that professional intuition and skills acquired through prior pedagogical practice mitigated their lack of experience working with children with special needs. However, they noted that this approach often stemmed from an initial sense of hesitation before establishing communication. These students emphasized the necessity for more comprehensive preparation prior to undertaking similar projects in the future. They recommended developing a detailed action plan and discussing all potential communication nuances to enhance the effectiveness of such engagements. 23% of students who participated in the project expressed concerns about their acquired experience, specifically regarding their ability to manage fears related to potential inadequate reactions, such as excessive concern, astonished expressions, or detachment. The predominant emotion reported by these students was a sense of helplessness and a fear of inadvertently displaying intolerance.

5. DISCUSSION

The research indicates that engaging students in various social projects and public activities enhances prospective teachers' communication skills and tolerance level by providing practical opportunities to interact with diverse groups, manage real-world challenges, and apply inclusive approaches in practice. For example, structured interventions such as organizing inclusive community events proved particularly effective, as they required collaboration with stakeholders, fostering both empathy and effective communication. In contrast, less structured activities, such as informal peer discussions, showed more modest improvements, suggesting that guided, goal-oriented activities yield greater benefits. Additionally, students with prior experience in different social or cultural situations demonstrated more significant growth in tolerance compared to their peers, highlighting the influence of individual backgrounds on the effectiveness of these interventions. This supports the notion that experiential learning is crucial for developing these competencies.

The findings of this study highlight the significant role of public activities in enhancing the professional communication and tolerance of prospective teachers, offering a novel contribution to the field by providing empirical evidence of practical outcomes within the Ukrainian pedagogical context. Unlike previous studies, such as Sapozhnikov (2020), which primarily focused on theoretical frameworks for tolerance development, this research addresses a key limitation by demonstrating how structured experiential learning directly

improves competencies like communication and empathy, as evidenced by a 25% increase in tolerance and a strong correlation ($r = 0.73$) between readiness to participate and intrinsic motivation. This practical focus fills a gap in the literature, where empirical studies on the application of experiential learning in teacher training, particularly in post-Soviet educational systems, remain scarce.

The formative experiment involved structured engagement in public activities, including workshops on inclusive education, role-playing scenarios, and volunteering in community programs. These activities improved students' interaction skills, increased their engagement with diverse groups, and reinforced the hypothesis that practical experiences are vital for competency development, positively impacting communication abilities and the capacity to embrace tolerance.

The results are consistent with existing literature, such as Ulupinar et al. (2019), who emphasized the value of experiential learning in bridging theoretical knowledge with practical application for professional growth, and Ashraf et al. (2019), who linked practical engagement to increased empathy and tolerance. By incorporating public activities into the curriculum, educational institutions can better prepare prospective teachers for the complexities of real-world interactions. However, the study also identified challenges, such as initial discomfort when interacting with diverse groups, offering insights into refining educational strategies, such as providing preparatory training or ongoing support to ease students into these experiences.

The survey results revealed that students from the Institute of Pedagogy and Psychology and the Faculty of Physical Education found interacting with children with special needs easier. Despite this, the event partially disproved some of the students' initial reservations, highlighting the gap between theoretical understanding and practical readiness in Ukrainian society. This discrepancy is attributed more to a lack of practical experience and established behavioral mechanisms than to an inherent value system.

The research highlights the need for continuous self-improvement among prospective teachers, emphasizing the importance of value orientations, self-development, and adaptability in professional settings. It also underscores the necessity for enhancing organizational competencies among students to prepare them for leadership roles in public activities.

Additionally, the observed 25% increase in tolerance and a strong correlation in readiness ($r = 0.73$) between students' willingness to participate in public activities and their intrinsic motivation suggest that such activities not only enhance skills but also foster a deeper internal drive to engage with diverse groups. These findings, novel to Ukrainian pedagogical contexts, indicate that experiential learning through structured public activities can catalyze intrinsic motivation, encouraging students to take initiative and develop a proactive stance toward professional challenges, particularly in a cultural context where such learning is less commonly integrated into teacher training.

Limitations of the study include the modest sample size and single-institution focus, potentially limiting generalizability. Compared to Sapozhnikov (2020), who focused on theoretical frameworks for tolerance development, this study provides empirical evidence of practical outcomes, offering a more applied perspective. Future research could employ

longitudinal designs to track changes over time or compare tolerance levels between first-year students and graduates to assess the long-term impact of experiential learning.

Teacher training programs should mandate participation in social projects as a core curriculum component, ensuring students gain hands-on experience in diverse settings. Additionally, universities should provide structured mentoring for such activities, pairing students with experienced educators who can offer guidance, feedback, and support throughout the process. These measures would help bridge the gap between theoretical preparation and practical readiness, equipping prospective teachers with the skills and confidence needed for real-world challenges. Mentors can offer personalized support, facilitate reflective learning, and ensure accountability, helping students overcome challenges and maximize growth in communication and tolerance. Together, these measures – mandatory participation and structured mentoring – would address the identified gaps in experience and skills, equipping prospective teachers with the competencies and confidence needed for real-world educational challenges.

Overall, this research demonstrates that while students actively participate in various projects, gaps in experience and skills often hinder their readiness to lead and organize. Addressing these gaps through targeted educational strategies will contribute to developing more competent and adaptable future professionals.

6. CONCLUSION

Public activities significantly enhance prospective teachers' professional communication and tolerance, equipping them for diverse educational settings. The project provided practical experience, enabling students to build confidence, expand social networks, and appreciate diverse perspectives. Approximately half of the participants, initially lacking public project experience, expressed strong interest in continued engagement, highlighting the initiative's impact on their socialization and professional growth. By fostering original ideas and collaboration across age and social groups, the project bridged theory and practice, preparing students for leadership in education and civic engagement.

Integrating such initiatives into teacher education curricula is crucial for developing essential skills, fostering tolerance, and addressing practical experience gaps. This study underscores the value of experiential learning in shaping educators who are confident, communicative, and inclusive, ready to navigate diverse classrooms and contribute to civil society.

Further studies should explore the long-term impacts of public activities on professional communication and tolerance, involving broader participant cohorts and comparative analyses (e.g., graduates vs. first-year students). Investigating initiatives aligned with the New Ukrainian School, joint university projects, tutoring children with disabilities, and student-led initiatives supported by local governance could enhance understanding of effective strategies. Examining engagement among male and senior students could also inform targeted approaches to foster professional growth.

REFERENCES

- Andrushchenko, V. (2014). Pedahohika myru: Aktualni teorii ta praktyky [Pedagogy of peace: Current theories and practices]. *Vyshcha Osvita Ukrainy*, 2, 5–12. <http://enpuir.npu.edu.ua/bitstream/handle/123456789/17569/Andrushchenko.pdf?sequence=1>
- Ashraf, S., & Uzair-ul-Hassan, M. (2019). Equity pedagogy in burgeoning culture of tolerance in higher education institutions: A perspective of teachers. *Pakistan Vision*, 20(2), 467–484. http://pu.edu.pk/images/journal/studies/PDF-FILES/33_v20_2_19.pdf
- Barchi, B., & Barchii, M. (2019). Psykholohichni aspekty pidhotovky tvorchoho vchytelia novoi ukrainskoi shkoly [Psychological aspects of preparing creative teachers for the New Ukrainian School]. *Naukovyi Visnyk Mukachivskoho Derzhavnogo Universytetu. Serii: Pedahohika ta Psykholohiia*, 1, 250–252. http://nbuv.gov.ua/UJRN/nvmdupp_2019_1_72
- Bekh, I. (2001). Osobystisno zoriientovane vykhovannia – nova osvithnia filosofii [Personality-oriented education – A new educational philosophy]. *Pedahohika Tolerantnosti*, 1(165), 16–19. https://library.udpu.edu.ua/library_files/420694.pdf
- Bekh, V. (2018). *Osobystist na shliakhu do dukhovnykh tsinnosti: monohrafiia* [Personality on the way to spiritual values: a monograph]. <https://lib.iitta.gov.ua/717891/.pdf>
- Chaplak, Ya., Chuiko, H., & Proskurniak, O. (2020). Komunikatyvna tolerantnist iak psykholohichna problema [Communicative tolerance as a psychological problem]. *Psykhologichnyi Chasopys: Zbirnyk Naukovykh Prats*, 6(3), 33–44. DOI (Issue): <https://doi.org/10.31108/1.2020.6.3>
- Darling-Hammond, L., Oakes, J., Wojcikiewicz, S., Hyler, M. E., Guha, R., Podolsky, A., Kini, T., Cook-Harvey, C., Mercer, C., & Harrell, A. (2019, June 10). Preparing teachers for deeper learning [Research brief]. Learning Policy Institute. <https://learningpolicyinstitute.org/product/preparing-teachers-deeper-learning-brief>
- Filonenko, M. (2008). *Psykholohiia spilkuвання* [Psychology of communication]. Kyiv: "Tsentr uchbovoi literatury". https://library.udpu.edu.ua/library_files/417948.pdf
- Hjerm, M., Eger, M. A., Bohman, A., & Fors Connolly, F. (2020). A new approach to the study of tolerance: Conceptualizing and measuring acceptance, respect, and appreciation of difference. *Social Indicators Research*, 147(3), 897–919. <https://doi.org/10.1007/s11205-019-02176-y>
- Kramarenko, L. (2010). Formuvannia tolerantnosti u protsesi profesiinoho stanovlennia pedahohichnykh pratsivnykiv [Formation of tolerance in the process of professional development of educational workers]. *Pedahohichnyi Almanakh*, 7, 117–122. <https://drive.google.com/file/d/0B3AWUScdBCMFY09ZaGZHcUgtRIE/view?resourcekey=0-oU8sfhaQz3MS5EYUdbLpxQ>
- Kurova, A. V. (2020). *Psykholohiia spilkuвання: Navchalno-metodychnyi posibnyk* (dlia zdobuvachiv vyshchoi osvity fakultetu psykholohii, politolohii ta sotsiolohii NU "OYuA") [Psychology of communication: Textbook for students of the Faculty of Psychology, Political Science, and Sociology, NU "OYuA"]. Odesa: Feniks. <https://doi.org/10.32837/11300.13107>
- Kuznetsova, I., & Mikheieva, O. (2020). Forced displacement from Ukraine's war-torn territories: Intersectionality and power geometry. *Nationalities Papers*, 48(4), 690–706. <https://doi.org/10.1017/nps.2019.58>
- Lisovets, O. V. (2011). *Teoriia i metodyka roboty z dytiachymy ta molodizhnymy orhanizatsiiamy Ukrainy* [Theory and methodology of working with children's and youth organizations of Ukraine]. Akademia. <https://westudents.com.ua/knigi/577-teoriya-metodika-roboti-z-dityachimi-ta-molodjnymi-organzatsiyami-ukrani-lisovets-ov.html>

- Petryshyna, O. et al. (2025). Fostering Professional Communication and Tolerance in Prospective Teachers Through Public Involvement. *Advanced Education*, 26. DOI: 10.20535/2410-8286.324769
- Maksymova, O. O. (2019). *Pozytsiia tolerantnosti vchytelia NUSh* [The teacher's position of tolerance in the New Ukrainian School]. In V. Ye. Lytniov, N. Ye. Kolesnyk, & T. V. Zaviiazun (Eds.), *Systema pidhotovky maibutnikh fakhivtsiv u konteksti stanovlennia Novoi ukrainskoi shkoly: Monohrafiia* [The system of training future specialists in the context of the formation of the New Ukrainian School: Monograph] (pp. 38–54). Zhytomyr: Vydavets O. O. Yevenok. https://eprints.zu.edu.ua/30263/1/Максимова_O_1.PDF
- Monke, O. S. (2020). *Teoretyko-metodychni zasady pidhotovky maibutnikh vykhovateliv do moralno-dukhovnoho vykhovannia doshkilnykiv zasobamy khudozhnoi literatury* [Theoretical and methodological foundations of preparing future preschool educators for moral and spiritual education of children through artistic literature] (Doctoral dissertation, Institute of Education Problems, National Academy of Pedagogical Sciences of Ukraine, Kyiv, Ukraine). https://ipv.org.ua/wp-content/uploads/2020/09/Dis_Monke.pdf
- Radionova, L. (2021). Tolerantnist yak filosofsko-politychna katehoriia [Tolerance as a philosophical and political category]. *Aktualni problemy filosofii ta sotsiologii: Naukovo-praktychnyi zhurnal*, 30, 55-59. <https://doi.org/10.32837/apfs.v0i30.9677>
- Radul, O. (2022). Uchytel pochatkovoï shkoly u suchasnomu sviti [Primary school teacher in the modern world]. *Naukovi zapysky* (Seria: Ped. Nauky), 205, 44–48. <https://doi.org/10.36550/2415-7988-1-205-44-48>
- Sapozhnikov, S. (2020). Teoretychni ta prykladni aspekty formuvannia kultury profesiinoi komunikacii maibutnih fakhivtsiv [Theoretical and practical aspects of forming the culture of professional communication in future specialists]. *Pedahohika ta Psykholohiia: Zbirnyk Naukovykh Prats*, 63, 142–150. <https://cutt.ly/d1zQZHT>
- Semeniuk, L. (2005). Tsinnisna svidomist ukrainskoho suspilstva (90-ti roky XX st.). [Value Consciousness of Ukrainian Society (90s of the XX century)]. *Visnyk Derzhavnoi akademii kerivnykh kadrov kultury i mystetstv: nauk. zhurnal*, 3, 137-142. <https://irbis-nbuv.gov.ua/publ/REF-0000551425>
- Skok, A. (2012). *Formuvannia tolerantnosti v maibutnikh fakhivtsiv sotsialno-pedahohichnoi sfery* [Formation of tolerance in future specialists of the social and pedagogical sphere]. *Nauka i osvita*, 6, 190–193. https://scienceandeducation.pdpu.edu.ua/journals/2012/NiO_6_2012/2/Sko.htm
- Ulupinar, S., Şenyuva, E., & Küçük Yüceyurt, N. (2019). Does participation of nursing students in social activities affect their social-emotional learning skills? *Nurse Education Today*, 76, 78–84. <https://doi.org/10.1016/j.nedt.2019.01.031>
- Voloshyna, O., Dmitrenko, N. (2016). Pidhotovka maibutnikh uchyteliv inozemnoi movy do roboty v inkluzyvnykh klasakh [Training of Prospective Teachers of Foreign Language to Work in Inclusive Classes]. *Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatiuka. Ser. Pedahohika*, 4, 142–149. <http://dspace.tnpu.edu.ua/handle/123456789/7294>
- Zarytska, V., & Lapa, V. (2017). Struktura komunikatyvnoi tolerantnosti: Analiz naukovykh pidkhodiv [Structure of communicative tolerance: Analysis of scientific approaches]. *Molodyi Vchenyi*, 2(42), 77–80. http://nbuv.gov.ua/UJRN/molv_2017_2_21
- Zhurba, K. (2007). Vykhovannia u shkoliariv mizhnatsionalnoi tolerantnosti yak naukova problema [Teaching students interethnic tolerance as a scientific problem]. *Teoretyko-metodychni problemy vykhovannia ditei ta uchnivskoi molodi* (14). (pp. 86-95). <https://lib.iitta.gov.ua/id/eprint/2516/1/Zhurba-2010-%D0%9A%D0%BD.1.pdf>
- Zhurba, K. (2017). Suchasni prohramy ta kontseptsii, oriyentovani na vykhovannia smyslozhyttievykh tsinnosteï [Modern programs and concepts oriented towards the education of meaningful life values]. *Teoretyko-Metodychni Problemy Vykhovannia Ditei ta Uchnivskoi Molodi*, 21(1), 214–226. http://nbuv.gov.ua/UJRN/Tmpvd_2017_21%281%29__20

Zhurba, K., & Hariacha, S. (2007). Formuvannia etychnoi kultury vchyteliv yak neobkhidna umova suchasnoho vykhovannia [The formation of teachers' ethical culture as a necessary condition for modern education]. *Psykhologo-Pedahohichni Problemy Silskoi Shkoly*, 22, 24–30. http://nbuv.gov.ua/UJRN/Ppps_2007_22_6

Funding

None.

Conflict of interest

The authors declare no conflict of interest.

ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМУНІКАЦІЇ ТА ТОЛЕРАНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ЗАСОБАМИ ГРОМАДСЬКОЇ АКТИВНОСТІ

Ольга Петришина, Ольга Косович, Ірина Тимків

Анотація. Стаття присвячена дослідженню впливу громадянської активності на формування професійної комунікації та толерантності майбутніх учителів у процесі їх професійної підготовки. Метою дослідження стало визначення, якою мірою участь у соціальному проєкті «Ти можеш подарувати дитині свято!» сприяє розвитку зазначених компетентностей у студентів Тернопільського національного педагогічного університету імені Володимира Гнатюка. У межах роботи було реалізовано комплексний методологічний підхід, що поєднував теоретичні та емпіричні методи (анкетування, спостереження, інтерв'ю, педагогічний експеримент, діагностика рівня толерантності). Упродовж 2022–2023 рр. 75 студентів різних факультетів брали участь у заходах для дітей з особливими потребами. Результати кількісного аналізу, зокрема анкетування та обчислення критерію χ^2 Пірсона, засвідчили сильний кореляційний зв'язок ($r = 0,73$; $p < 0,05$) між участю у громадській активності та зростанням комунікативних навичок. Показово, що 69 % учасників висловили готовність до участі в подібних проєктах у майбутньому. Якісні дані, отримані з напівструктурованих інтерв'ю та рефлексій студентів, вказали на зростання рівня толерантності на 25 %, особливо в комунікації з дітьми з особливими освітніми потребами. Особливо помітним стало підвищення професійної толерантності та впевненості у спілкуванні з представниками різних соціальних груп. Отримані результати підкреслюють доцільність інтеграції громадянської активності в систему професійної підготовки майбутніх педагогів як ефективного інструмента формування міжособистісної компетентності, здатності до співпраці та толерантного ставлення до соціального різноманіття. Дослідження засвідчило, що такі ініціативи дозволяють продуктивно поєднати теоретичні знання і практичні вміння, забезпечуючи підготовку педагогів до роботи в інклюзивних та полікультурних освітніх середовищах.

Ключові слова: майбутній учитель, професійна комунікація, громадська активність, толерантність, проєкт, компетентність.