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Intercultural tolerance as one of the key competencies for future aviation professionals

The article considers the problem of forming intercultural tolerance in future aviation specialists in the context of globalization processes and the growth of international cooperation. It is emphasized that the effectiveness of professional activity is determined by professional knowledge, along with the ability to tolerantly interact with representatives of other cultures. The need to integrate intercultural tolerance as a professionally significant quality into the content of cadet training is substantiated. The article applies factor approach that analyses the influence of objective, subjective, personal and human factors on the formation of this quality. A number of contradictions are identified that reduce the effectiveness of this process: between the need for a high level of intercultural tolerance and insufficient attention to its formation in higher education institutions; between the demands of the labor market and the level of readiness for intercultural interaction.

The conclusion is made about the need to update the content of academic disciplines, in particular by including courses aimed at the development of emotional intelligence, communicative culture, and intercultural competence. Emphasis is also placed on the teacher's role as a model of tolerant behavior and a facilitator of subject-subject interactions, who must transcend the function of a mere transmitter of knowledge. The article focuses on the importance of forming a systemic approach to the development of intercultural tolerance, which involves the complex interaction of educational, social, and cultural factors; the need to create pedagogical conditions and scientific and methodological support for the effective formation of intercultural tolerance, which is an important condition for their professional self-realization and supporting peace.

Keywords: *intercultural tolerance, aviation specialists, cadets, multicultural competence.*

Introduction. In the modern multicultural world, globalization is a key trend in societal development, which affects all spheres of life by expanding borders, fostering closer economic ties, and encouraging cooperation with other countries.

These conditions open up new professional opportunities for Ukrainians, which should be built only on a foundation of tolerant relations with foreigners. The higher education system is faced with the task of creating conditions for the harmonious formation and development of the person's personality as an individual, a member of society, and a specialist who would be able to establish contacts with representatives of other cultures, have tolerant attitude towards business partners from other countries, and be able to work fruitfully for the benefit of Ukraine.

Nowadays, in the context of a significant increase in the volume of cooperation with international partners, it is crucial to form intercultural tolerance among aviation industry specialists. The success of the specialists at this level is determined by their ability to analyze and monitor the progress and results of international aviation activities of the company or institution where they work; it also significantly depends on their ability to carry out innovative tasks. An important aspect is also the ability to adapt to modern trends in the aviation industry, adhere to high safety standards, and effectively interact with partners from different countries, taking into account the specifics of their national culture and business ethics. After all, one of the conditions for a successful person in the modern world is the ability to conduct a dialogue with representatives of other cultures, which confirms the need to form intercultural tolerance in future aviation industry professionals.

Recently, the issue of tolerance has received significant attention and has been examined in the following directions: the interdisciplinary nature of the issue of tolerance; the relationship between the concepts of "tolerance" and "forbearance"; research on the term "tolerance" in the Humanities; the issue of tolerance in the interaction of civilizations; the study of the essence of the concept of "intercultural tolerance"; the problem of

forming intercultural tolerance; the issue of educating the individual in the spirit of tolerance, the formation of his spiritual culture, the culture of interethnic communication.

The listed studies contain numerous valuable and significant thoughts of both general and partial nature. However, they require further research into the problem, since not all aspects have been sufficiently covered. In particular, the problem of forming intercultural tolerance among future aviation industry specialists.

The aim of the study. The article aims to analyze the factors that influence the problem of forming intercultural tolerance among aviation industry specialists.

Research results. According to the ideas of interval theory, person is a multidimensional and multilevel phenomenon (Yerastova-Mykhalus, 2013). He or she is influenced by various factors that determine his consciousness and activity. This implies that an individual's existence is constructed not within a singular place, but within a multidimensional world.

The factorial approach allows us to determine the tasks of the pedagogical process of forming intercultural tolerance. The essence of this approach is to identify the influence of various factors on the communicative behavior of the object of research, to analyze the contradictions that arise as a result of their influence, and to justify the means that contribute to overcoming contradictions (Yerastova-Mykhalus, 2013).

To study the problem of forming intercultural tolerance of future aviation industry specialists, it is advisable to analyze the effect of objective, subjective, personal and human factors (Yerastova-Mykhalus, 2013).

An objective factor which affects a person's life, regardless of his will, is the need to train specialists who would be able to work fruitfully for the benefit of the country in the conditions of globalization. This implies the ability to establish contacts with representatives of other cultures, to cooperate fruitfully with them, and to treat business partners who have different views on the peculiarities of doing business with respect.

The problem of forming intercultural tolerance is especially urgent for military men and future aviation industry specialists. The bachelor's educational and qualification program in specialty Military Management (by branches of the Armed Forces) presupposes the formation of leadership qualities, which include the ability to manage a social group and provide moral and psychological support while performing professional tasks in various situations; improving language training for the purpose of cooperation and interoperability with NATO force units; studying and acquiring practical skills in humanities and socio-economic disciplines, natural sciences (fundamental) training, and disciplines of professional and practical training. The set goals require such socio-personal competencies as: tolerance; adaptability and sociability in the process of communication; the ability to understand needs, motives, behavior of others; understanding and perception of ethical norms of behavior in relation to other people. Future specialists in this field need to acquire the ability to effectively communicate, form stable worldview, proper perception of modern problems of social development, and readiness to create a favorable atmosphere, which is reflected in the ability to be tolerant of opposing opinions; regulate corporate relations; neutralize conflict situations associated with opposing interests; assimilate and implement scientific and cultural achievements of global civilization with respectful attitude towards different cultures, religions, and ideas of peacekeeping; to make feasible contribution to the harmonization of interpersonal, interethnic, and interparty relations; to oppose manifestations of racial, national, sexual, and age discrimination.

In the current conditions of armed aggression, social transformations and political instability, Ukraine needs a highly professional and morally mature army. A military man or a military woman, as a bearer of the state power, must be physically and technically trained, must possess important moral and psychological qualities, tolerance occupying a special place among them. This concept is increasingly being considered as one of the key components of modern military culture. Tolerance in a military environment means the ability to respect the dignity, worldview, ethnocultural, religious, political characteristics of other people – both the civilian population and fellows. Servicemen in conditions of hybrid war often interact with representatives of different ethnicities, social groups, foreign military contingents, volunteers, as well as with the civilian population in regions with a high level of cultural sensitivity. In such circumstances, a lack of tolerance can lead to conflicts, misunderstandings, and discriminatory manifestations, which reduces the effectiveness of combat missions and undermines the authority of the Armed Forces in society.

In addition, internal discipline and effective teamwork in the army are impossible without mutual respect and acceptance of different points of view. The army is a micromodel of society, in which there are representatives of different regions, religions, and cultures. Respect for the individual, prevention of manifestations of xenophobia, racism, gender or age discrimination are more than moral principles, they are the basis of combat brotherhood, trust, and cohesion. Tolerance contributes to strengthening unity in the unit, the development of stress resistance, and mutual understanding in critical conditions.

The formation of tolerance in military personnel should be based on systematic educational work. This includes teaching moral and ethical courses, organizing intercultural dialogue, psychological training that emphasizes empathy, acceptance of differences, and conflict management. It is necessary for officers and

mid-level commanders to control discipline and to create an environment in which tolerance is viewed as a manifestation of strength, not weakness.

This topic becomes particularly relevant in the context of post-war reintegration, when military personnel return to civilian life and need to build healthy social ties with different segments of the population. Tolerance in this case is the basis for adaptation, overcoming psychological barriers, and post-traumatic stress.

Thus, the formation of future military men tolerance as one of the key professional competencies is a strategic task that contributes to national security, level of moral and ethical education, and ensures the effectiveness of the Armed Forces as an institution. Its development requires a comprehensive approach from the state, military education, and civil society, since tolerant army is an army that protects the territory, as well as the values of a democratic society.

An analysis of the key principles of business communication ethics also confirmed the need to develop intercultural tolerance in future specialists in this field. Professionals at this level must demonstrate communication style characterized by the ability to prevent and resolve conflicts, adhere to a multi-alternative approach, and align their values with the moral values of other parties (Yerastova-Mykhalus, Zelenska, 2024).

The survey conducted among first-year cadets majoring in Military Management (by types of the Armed Forces), specializing in Combat Flight Control and Flight Operation and Combat Use of Aircraft, at the Ivan Kozhedub Kharkiv National Air Force University showed the following results: most of the respondents are able to firmly defend their beliefs, be overly harsh if their views do not coincide with the opinions of the interlocutor, and show disrespect for them; a small number of respondents believe that they have strong beliefs that are combined with a respectful attitude towards the actions and views of others, are critical of their own views and communicative behavior, and can abandon their beliefs if they turn out to be erroneous.

The results obtained allow us to conclude that the cadets do not have the necessary knowledge that would allow them to understand and respect the views of other people, in particular, representatives of different cultures, with the necessary depth, and to cooperate with them. The survey showed that future specialists in the aviation field have not yet developed an adequate level of general culture and psychological readiness to tolerate and accept human differences. Given the objective conditions of conducting international cooperation, insufficient understanding of the importance of tolerant relationships hinders the career growth and personal development of future aviation specialists.

Thus, we can highlight the main contradiction that arises under the influence of the objective factor: on the one hand, there is a need to train future aviation industry specialists for professional activities in modern conditions, while on the other hand, there is a low level of formation of such a professionally significant quality as intercultural tolerance.

As to the subjective factor, which is related to the level of the training of the cadet as a subject of educational activity for the formation of intercultural tolerance.

In the modern world, a specialist must be able to communicate effectively in a multinational environment (for example, in international training exercises) in accordance with humanistic traditions and ideas. According to D. Corneo and O. Jeanet, tolerance implies the approval of the abilities, talents and skills of the individual, the protection of minorities and, thereby enabling a fuller realization of available opportunities (Corneo, Jeanne, 2009). Based on this, a state policy aimed at fostering tolerance is considered effective. In order Ukrainian society to be able to take a worthy place in the global arena, the education system needs to train specialists who would have such a professionally significant quality as intercultural tolerance that will help implement these fundamental ideas.

An analysis of cadet training organization and the content of academic disciplines indicate that due to the reduction of training hours and the lack of scientific research on the formation of intercultural tolerance among future aviation specialists, higher educational institutions do not devote sufficient attention to the development of this professionally significant quality.

The above indicates the presence of contradictions that arise under the influence of a subjective factor, namely between: the high professional culture standards expected from aviation professionals, where tolerant attitudes are essential, versus the insufficient focus of higher education institutions on developing this professional and personal quality; the need of society to form intercultural tolerance in future aviation industry specialists and the lack of relevant scientific research on the formation of intercultural tolerance among specialists with a bachelor's degree.

The subjective factor is closely related to the personal factor, which characterizes the degree of individual activity of a social subject (Yerastova-Mykhalus, 2013). The personal factor gives an opportunity to analyze the cadets' needs – as a subject of the learning process – in professional and personal development, in mastering the necessary knowledge, acquiring skills and abilities, as well as self-realization and professional growth.

The survey of first-year cadets at the Ivan Kozhedub Kharkiv National Air Force University confirmed that the majority of the cadets recognize the importance of developing intercultural tolerance for their professional activities. This professionally significant personal quality facilitates the establishment of business contacts with foreigners; the development of closer partnerships with representatives of other cultures; the creation and maintenance of a friendly working environment and a sense of team unity; and the development of skills to find compromises and constructive ways to resolve conflict situations.

Thus, the above indicates the presence of a contradiction that arises under the influence of the personal factors, namely between: the need of future aviation specialists to adapt to the conditions of cooperation with representatives of other cultures and their insufficient level of formation in them of such a professionally important personal quality as intercultural tolerance.

The personal factor also affects another subject of educational process – the teachers, who need to improve their competence and pedagogical skills. Therefore, the teacher must rely on modern scientific developments regarding the formation of intercultural tolerance and have appropriate didactic support; however, the analysis of research in this area has shown a lack of relevant scientific and pedagogical studies.

A military aviation industry specialist is also a member of a certain social group, national culture and a representative of humanity as a whole, therefore it is also necessary to consider the effect of the human factor.

The technologization of all aspects of human life, along with a rational attitude towards oneself, other people, and the world, leads to the dehumanization of human relationships, which is manifested in higher education through the authoritarianism of teachers and the creation of curricula without taking into account the needs of cadets.

Under such conditions, one of the primary tasks of education is the formation of intercultural tolerance, which will enable the establishment of subject-to-subject relations between the instructor and cadet during the educational process.

Conclusions. Thus, as a result of the analysis of the main factors (objective, subjective, personal and human) that influence the problem of forming intercultural tolerance in future aviation industry specialists, a number of contradictions have been identified, which are reflected in the imbalance between the needs of society to train specialists who are competitive in the labor market under modern conditions of globalization and insufficient attention paid by higher education institutions to the formation of intercultural tolerance.

In the process of considering the personal factor, the contradiction was revealed between the need of cadets to adapt to the conditions of living and working in a multicultural environment and their insufficient level of formation of such a professionally significant personal quality.

Human factor analysis indicates the need to build relationships on the basis of subject-to-subject relationships.

Therefore, the need to overcome these contradictions, as well as the responsibility for the future of our country and the peculiarities of the professional activities of future military aviation industry specialists, indicate the topicality of the issue of forming intercultural tolerance.

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Міжкультурна толерантність як одна з ключових компетентностей майбутніх фахівців авіаційної галузі

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У статті розглядається проблема формування міжкультурної толерантності у майбутніх фахівців авіації в контексті процесів глобалізації та зростання міжнародного співробітництва. Підкреслюється, що в сучасному мультикультурному світі ефективність професійної діяльності визначається не лише професійними знаннями, а й здатністю толерантно взаємодіяти з представниками інших культур. Обґрунтовується потреба в інтеграції міжкультурної толерантності як професійно значущої якості у зміст підготовки курсантів. У статті застосовано факторний підхід, який дає змогу комплексно проаналізувати вплив об'єктивних, суб'єктивних, особистісних і людських факторів на формування цієї якості. Виявлено низку суперечностей, що знижують ефективність цього процесу: між необхідністю високого рівня міжкультурної толерантності та недостатньою увагою до її формування у вищих навчальних закладах; між вимогами ринку праці та рівнем готовності до міжкультурної взаємодії. Дані опитування серед майбутніх фахівців авіаційної галузі показали низький рівень усвідомлення важливості толерантності у професійному спілкуванні, схильність до конфліктів у разі розбіжностей у думках і недостатню здатність до конструктивного діалогу. Зроблено висновок про необхідність оновлення змісту навчальних дисциплін, зокрема шляхом включення курсів, спрямованих на розвиток емоційного інтелекту, комунікативної культури та міжкультурної компетентності. Також підкреслюється роль викладача, який повинен бути не лише носієм знань, а й прикладом толерантної поведінки, здатним встановлювати суб'єкт-суб'єктні відносини. У статті акцентується увага на важливості формування системного підходу до розвитку міжкультурної толерантності, що передбачає складну взаємодію освітніх, соціальних і культурних факторів; необхідності створення педагогічних умов та науково-методичного забезпечення.

Ключові слова: міжкультурна толерантність, фахівці авіаційної галузі, курсанти, міжкультурна компетентність.

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