
**COMMUNICATIVE TOLERANCE AS A TOOL
FOR AVOIDING INTERCULTURAL DISCORD**

Myronenko N. V., Opyr M. B., Panchyshyn S. B.
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INTRODUCTION

Communication serves as a fundamental element in all types of relationships, facilitating the exchange of information and the establishment of connections. In interpersonal relationships, communication not only conveys information but also lays the groundwork for building strong and meaningful connections. It's worth noting that communication can occur even without direct transmission of information or physical interaction. For instance, a group of people from one nationality might be aware of and feel compassion for a similar group located in a distant region, even without direct contact. This demonstrates that communication can transcend physical barriers, connecting small national groups, and religious and ideological communities across borders, as well as overcoming political and economic obstacles. Sadly, we are witnessing a rise in instances of communication characterized by hostility and rejection, obstructing the flow of information and making genuine interaction exceedingly difficult. This negative communication can significantly impact the beliefs and behaviors of individuals.

Nowadays, there is significant focus on the sociolinguistic concept of linguistic tolerance. While the idea of tolerance is highly regarded today, its value has not always been appreciated.¹ For instance, early Western religious scholars St. Augustine and St. Thomas Aquinas viewed tolerance as a vice that could corrupt society and harm innocent people.² Similarly, a value system that enjoyed nearly universal support in America for many years implied that a good person was "trustworthy, loyal, helpful, friendly,

¹ Locke, J. A letter concerning toleration. James Tully (Ed.). Indianapolis, IN: Hackett, 1689/1983.

² Colesante R., Biggs D. Teaching about tolerance with stories and arguments. *Journal of Moral Education*, 1999. No 28(2). P. 185–199.

courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent" – but not tolerant. Belief in and practice of the Boy Scout values, even if a person was not a Scout or male, was strongly associated with being a person of excellent character and integrity. Tolerance is "essential for any decent society – or at least for societies encompassing deeply divergent ways of life", which is characteristic of many Western cultures.

Highly homogenous societies may be able to do without tolerance or greatly reduce their centrality, but most of the world cannot. Tolerance has been recognized today as an essential characteristic in pluralist, multicultural communities striving to be free of oppression, violence, indignities, and discrimination.³

Tolerance is considered an essential and highly desirable quality in U.S. society⁴, and one of the few non-controversial values nowadays. Many people insist that in a world burdened by injustice, inequality, infamies, prejudice, and related bigotry, the best solution to address these evils is to demonstrate a greater degree of tolerance. Within the last generation, tolerance has risen to the apex of America's public moral philosophy, and today it is believed that a good, moral person is tolerant⁵ and that such tolerance is a virtue essential for democracy and civilized life. Indeed, its absence is at the root of much evil: hate crimes, religious and political persecution, and terrorism⁶.

1. The concept of tolerance and its linguistic aspect

The primary goal of this article is to conduct a comprehensive study and analysis of various conflict-provoking issues and the language models used to promote linguistic tolerance in different cultural contexts. The study includes an extensive examination of relevant literature, theoretical frameworks, and methodological considerations.

When addressing conflicting communication, it is crucial to first establish a clear definition of conflict itself. According to the modern scientific perspective, conflict can be defined as "the confrontation of social subjects (individuals, groups) arising from the lack of power, status, or means necessary to satisfy value claims, and implying neutralization or destruction (symbolic, ideological, practical) of the enemy". Conflict involves the transfer

³ Mandela N., Robinson M. Tolerance and diversity: A vision for the 21st century. UN Chronicle, 2001. No 38. P. 40–41.

⁴ Hallemeier J. Tolerance, Respect, and Charity: A Viethical Account of Interaction with the Other, 2006.

⁵ Tolerance.org, (n. d.). *Fight Hate and Promote Tolerance*. Retrieved February 5, 2007, from <http://www.tolerance.org/index>

⁶ Lickona T. Making sense of tolerance and diversity. The Fourth and Fifth Rs, 2002. No 8. P. 1–3.

of partially or completely distorted information, as well as its reception and interpretation, which deviates from its original form during transmission. Furthermore, the subsequent use of distorted information plays a significant role in shaping and altering the values, interests, and goals of society, thus contributing to conflict-provoking communication.

The study highlights the pivotal role of education in shaping an individual's competence, professional expertise, and preparedness for productive endeavors while acknowledging the societal significance and potential associated risks. Within the context of the "Foreign Language" discipline, the primary aim is to cultivate students' communicative skills. Effective communication, however, necessitates more than just mastering linguistic elements such as phonetics, vocabulary, and grammar. It also requires a broad comprehension of various worldly subjects, known as background knowledge. This comprehensive understanding is essential for truly effective communication.

Mastering a foreign language involves acquiring not just the verbal aspects, but also the nonverbal nuances to ensure smooth communication between individuals from different cultures. Culture-specific speech etiquette is another factor to consider; while Ukrainians customarily shake hands when meeting or parting, the Japanese prefer bowing, even in professional settings.

This knowledge plays a vital role in securing employment, with "key competencies" such as literacy, information technology skills, problem-solving abilities, adaptability, and a commitment to lifelong learning being crucial in today's world. These competencies highlight the importance of language education that goes beyond mere communicative skills to encompass real-life readiness for effective communication. The content of competency is meaningful for its application, and it represents an active manifestation of a person in their behavior and activities. Competency is also characterized by a readiness for mobilization, enabling its implementation in any situation.

Furthermore, competence refers to internal and potential psychological formations such as knowledge, ideas, action programs, values, and relationships, which eventually manifest as a person's competencies. There are 10 core competencies identified by psychologists, also known as key or actual competencies, including health preservation, value-oriented orientation in the world, integration, citizenship, self-improvement, social interaction, communication, activities, cognitive activities, and information technologies. Each key competency comprises various complex components.⁷

⁷ Whitney Bunts, Nia West-Bey, Kadesha Mitchell. 10 core competencies For youth and young adult centered mental health systems. <https://www.clasp.org/publications/report/brief/ten-core-competencies-youth-and-young-adult-centered-mental-health-systems/>

In the context of communication, scientists include competencies in oral and written communication, dialogue, monologue, generation and perception of text, as well as knowledge and observance of traditions, rituals, etiquette, cross-cultural communication, business correspondence, office work, business language, communicative tasks, and levels of impact on the recipient. On the other hand, competencies of social interaction encompass interactions with society, community, team, family, friends, partners, conflicts and their resolution, cooperation, tolerance, respect, and acceptance of individuals from diverse backgrounds including race, nationality, religion, status, and gender, as well as social mobility.

In light of these reflections, tolerance emerges as a pivotal component of the competence of social interaction within society. Social and communicative competency refers to knowledge and skills related to the execution of social and professional contacts.

"Since students' primary learning activity revolves around communication with each other, communicative tolerance is the most prominent and significant type of social interaction for future professionals. This tolerance is evident in interpersonal relationships, established norms, and everyday learning activities, as well as collective identities.

In the professional sphere, an individual's ability to communicate plays a crucial role in establishing business relationships, expressing thoughts and suggestions, understanding colleagues, managers, and subordinates, and effectively resolving tensions or conflicts.

Communicative tolerance consists of several elements:

- a high level of education and awareness,
- knowledge of multiple languages,
- the optimal set of communication skills and abilities for realizing personal potential,
- considering both universal and regional aspects of society and local social values.

In this way, knowledge of language and the ability to express our emotions adequately are crucial factors in the development of communicative tolerance today.

These processes have been studied by various sciences. Communicative tolerance as a psychological phenomenon is particularly interesting to fields such as Psycholinguistics and Sociolinguistics, which have a sufficient arsenal of means and methods to study the psychological background of communicative tolerance within the paradigm of expressive emotional state in discursive speech argumentation.

In a broader sense, the problem of being communicatively tolerant is related to the process of understanding a person's speech as a conscious

thought process. In the scientific field of Psycholinguistics, communicative tolerance was studied in the aspect of consciousness.⁸ Recently, more attention has been paid to the mediative function of communicative tolerance, according to the features of "language consciousness".⁹

On the other hand, communicative tolerance expressed in our speech by purely speech behavior is insufficient for the current level of the development of communicative tolerance. This latest phenomenon is particularly expressed on the emotional level. Therefore, communicative tolerance can be spontaneous, reactive, or unconscious, while speech can be reflexive, conscious, and also purposeful.

To delve into our topic in detail, it's important to consider the increasing levels of communicative tolerance in individuals. This involves exploring the sociopsychological aspects of our speech through which society and individuals express their emotions about the world. Particularly interesting is the exploration of whether these emotions are expressed in a communicatively tolerant manner, especially among children and young people. During the process of socialization, individuals acquire the necessary speech skills to constantly express their emotions, which can be done verbally or nonverbally.

We believe that a successful attempt to combine a theoretical model of communicative tolerance can be achieved by integrating the Theory of Speech and modulating "surprise" with syntax.¹⁰ Contemporary data from psychological literature suggests that Modern Psychology and Psycholinguistics study the psychological background of an individual's speech activity.¹¹ It's imperative for us to develop a unified system of views based on the mechanisms of speech generation and perception.¹² This

⁸ Максименко С., Ткач Б., Литвинчук Л., Онуфрієва Л. Нейропсихолінгвістичне дослідження політичних гасел із зовнішньої реклами. *Psycholinguistics. Психолінгвістика*. Переяслав-Хмельницький, 2019. Вип. 26(1). С. 246–264.

⁹ Hamed S., Pishghadam R. Visual Attention and Lexical Involvement in L1 and L2 Word Processing: Emotional Stroop Effect. *Journal of Psycholinguist Research*, 2021. No 50(3). P. 585–602.

¹⁰ Greco M., Canal P., Bambini V., Moro A. Modulating "Surprise" with Syntax: A Study on Negative Sentences and Eye-Movement Recording. *Journal of Psycholinguist Research*, 2020. No 49(3). P. 415–434. <https://doi.org/10.1007/s10936-020-09691-x>

¹¹ Ferdowsi S., Razmi M. Examining Associations Among Emotional Intelligence, Creativity, Self-efficacy, and Simultaneous Interpreting Practice Through the Mediating Effect of Field Dependence/ Independence: A Path Analysis Approach. *Journal of Psycholinguistic Research*, 2022. No 51(2). P. 255–272. <https://doi.org/10.1007/s10936-022-09836-0>

¹² Gathercole S., Pickering S., Ambridge B., Wearing H. The structure of working memory from 4 to 15 years of age. *Developmental Psychology*, 2004. No 40(2). P. 177–190. <https://psycnet.apa.org/doi/10.1037/0012-1649.40.2.177>

scientific gap is addressed by recent developments in Psychophysiological, Neurophysiological, Neuropsychological, and Neurolinguistic conceptions of communicative tolerance, indicating that communicative tolerance is primarily a neuropsychophysiological manifestation.¹³

Researchers have particularly explored the phenomenon of succession as a manifestation of expressive speech, ensuring that the anterior parts of the speech zones of the cerebral cortex are responsible for an individual's ability to comprehend the fundamental "deep" syntactic rules and translate them into extended tolerant speech later on.¹⁴

The communicative tolerance is interpreted as:

1. It is the succession of one person after another in order.
2. It is the right process by which one person succeeds to a rank.

At this level, the human psyche is able to establish a connection between expressions and emotions. Research suggests that the functions of the right hemisphere of the brain include deep structures related to the development of the person. It is in these gaps that the process of filling utterances takes place, reflecting sensory impressions with subsequent expression in the form of communicative tolerance. The speech of the right hemisphere of the brain is concrete and figurative, reflecting sensory impressions and having a harmonious structure.

Scientists have experimentally proved that the participation of hemispheres in organizing speech function is through constant and flexible interaction, providing the opportunity to create a holistic sensory image of the world by the person.¹⁵

Communicative tolerant speech is the expression of discursive expression in a certain verbal application of communicative tolerance. Speech is also studied from the standpoint of neurolinguistics and neuropsychology.¹⁶ In Psychology and Psycholinguistics, the problem of communicative tolerance is explained in

¹³ Huang T., Loerts H., Steinkrauss R. The impact of second- and third-language learning on language aptitude and working memory. *International Journal of Bilingual Education and Bilingualism*, 2022. No 25(2). P. 522–538. <https://doi.org/10.1080/13670050.2019.1703894>

¹⁴ Ivashkevych Er., Komarnitska L. Psychological aspects of comics as the paraliterary genres. *Collection of research papers "Problems of modern psychology"*, 2020. No 49. P. 106–130.

¹⁵ Engle R. Working memory capacity as executive function. *Current Directions in Psychological Science*, 2002, No 11(1). P. 19–23. <https://doi.org/10.1111/1467-8721.00160>

¹⁶ Hornberger N., Link H. Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 2012. No 15(3). P. 261–278. <https://doi.org/10.1080/13670050.2012.658016>

the aspect of communication.¹⁷ In general, in Psychology, communicative tolerant speech is primarily interpreted as a tolerant language that functions in the context of individual consciousness.

The significance of speech as a language code is recognized by linguists, as it enables communication within a language system due to its symbolic nature.¹⁸ Speech is a manifestation of human psychology, encompassing characteristics of communicative tolerance and higher mental functions. Communicative tolerance involves a set of systemic mental processes that develop throughout our lives. While it has a biological basis, it is primarily shaped by social factors.¹⁹

Furthermore, the mental attributes that constitute an individual's psyche, such as intentions, motives, character, abilities, and consciousness, are mirrored in their speech, particularly through intonation, lexical choices, and extralinguistic elements. Therefore, speech reflects an individual's orientation, attitudes, needs, and ideals. These aspects are indicative of the multifaceted nature of communicative tolerance and contribute to an individual's speech motivation.²⁰

2. Communicative tolerance as a crucial factor for successful interaction

Researchers have discussed communicative tolerance as a model of a person's speech behavior. Communicative tolerance helps us comprehend the external manifestations in human mental activity and how they are related to biological processes, characteristics, and states of an individual.²¹

¹⁷ Ivashkevych Ed., Onufrieva L. Social intelligence of a teacher as a factor of the stimulation of cognitive interests of students. *Collection of research papers "Problems of modern psychology"*, 2021. No 54. P. 57–77.

¹⁸ Murphy S., Melandri E., Bucci W. The Effects of Story-Telling on Emotional Experience: An Experimental Paradigm. *Journal of Psycholinguist Research*, 2021. No 50(1). P. 117–142. <https://doi.org/10.1007/s10936-021-09765-4>

¹⁹ Mai Z. Caretaker input and trilingual development of Mandarin, Cantonese and English in early childhood. *International Journal of Bilingual Education and Bilingualism*, 2022. No 25(9). P. 3389–3403. <https://doi.org/10.1080/13670050.2022.2060037>

²⁰ Jiang Li, Zhang L. Jun, May S. Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs. *International Journal of Bilingual Education and Bilingualism*, 2019. No 22(2). P. 107–119. <https://doi.org/10.1080/13670050.2016.1231166>

²¹ Hogan T., Adlof S., Alonzo C. On the importance of listening comprehension. *International Journal of Speech-Language Pathology*, 2014. No 16(3). P. 199–207. <https://doi.org/10.3109/17549507.2014.904441>

In the field of Psychology and Psycholinguistics, communicative tolerance is defined as a paradigm of speech experience.²² It represents the way individuals interact with the world around them. Speech experience and communicative tolerance are closely linked to a person's cognitive and emotional experiences. Understanding the development of communicative tolerance is crucial, especially in the context of immature speech experiences.

Individuals compensate for this immaturity through nonverbal means and enhanced expressions, particularly within communication systems and speech discourse. It's important to recognize that communicative tolerance, as part of speech experience, is constantly evolving and being enriched. Factors such as education, upbringing, and participation in socialization processes influence social communication systems, from family dynamics to specific social groups, where communicative tolerance is a crucial phenomenon.

According to scientists, communicative tolerance can be regarded as an individual's speech system.²³ It is a specific manifestation of the language system and is influenced by the language material of a particular group of people. Communicative tolerance can develop both consciously and unconsciously and is fundamentally influenced by emotional subject-object relations in speech behavior.

The focus of specialists on functional guidelines can help distinguish between the natural process of communication, such as speaking and listening, and the purposeful metalanguage of human activity. This is the basis of psycholinguodidactic recommendations for effectively managing educational activities related to children's language mastery and developing their communicative tolerance.

The authors of the article believe that a person's speech system is an individual manifestation of speech sounds, words, and thoughts derived from language material. The most common scientific approach to communicative tolerance views it as a manifestation of tolerant speech activity. It's important to note that in the process of speech-thinking activities, any tolerant statement is formed and expressed, especially in the case of foreign speech expression or detection.

²² Mykhalchuk N., Ivashkevych E. The empirical research of understanding contemporary poetry by future philologists. *Social Science Research Network (SSRN)*, 2021. <https://ssrn.com/abstract=3912159>

²³ Mykhalchuk N., Khupavsheva N. Facilitation of the Understanding of Novels by Senior Pupils as a Problem of Psycholinguistics. *Psycholinguistics. Psykholinhvistyka. Psilkholingvistika – Psycholinguistics. Psycholinguistics. Psycholinguistics*, 2020. No 28(1). P. 214–238. <https://doi.org/10.31470/2309-1797-2020-28-1-214-238>

According to our understanding, communicative tolerance is a paradigm for "meaning-making" and "sense-making" through the use of thoughts and accompanying emotions. It should be understood that communicative tolerance forms the basis of speech behavior, including the ability to analyze and control our own thoughts, and understanding how to make our speech more effective. It also determines the content and emotional outcomes of speech interactions in the process of communication.

Therefore, the adequacy of communication tolerant tactics depends on a person's speech experience, realized through a speech event and flowing speech behavior, including verbal speech and non-verbal means such as facial expressions and gestures. These tactics also depend on the conditions and circumstances within which communicative tolerance takes place.

The concept of communicative tolerance involves the spoken word and its role in various speech events. It encompasses both narrative and dialogic speech, illustrating interactions between speakers. Communicative tolerance also encompasses the mechanisms and factors influencing discourse, the effectiveness of psychological and pedagogical influences, and the impact of personal and professional experiences on speech interactions. It considers the intentional characteristics of mass media discourse and their impact on speech in its paradigm.

Taking mental processes into account, communicative tolerance is viewed as coherent speech, reflecting speech activity in both mental and everyday speech without a specific plan. It also represents the capabilities of an individual's language personality.

From a psychological standpoint, communicative tolerance can be understood as a social activity in the real world. In terms of psycholinguistics, it can be seen as a type of mentality and a verbalized personal consciousness. In the communicative aspect, it can be viewed as a comprehensive speech activity, encompassing both linguistic and extralinguistic markers and scripts that affect speech production, perception, and representation. It involves functionally organized contextual units of language use, the consciousness of communication partners, and the speech created in the process of communication. It is also considered a speech presentation that includes verbal and nonverbal elements and reflects the direction of a person's thoughts, taking into account various extralinguistic factors such as social, ideological, competency, cultural, and psychological aspects. From a linguistic perspective, communicative tolerance can be seen as a complex syntactic whole, expressing the personal quality of the individual.

In the fields of psychology, psychodidactics, linguo-pedagogical psychology, psycholinguistics, and linguo-methodology, it is important

to accurately interpret the structure of the speech situation and comprehend the various ways of speech presentation that help individuals to integrate into the entire paradigm of speech actions (discourse) in a tolerant manner.

Research identifies the key components of the speech situation as the communication partners (actors), their relationships, the goals and intentions of the participants, and the conditions and circumstances influencing the structure of the speech situation.²⁴

Furthermore, concepts such as "speech act" and "act of presenting communicative tolerance" are related to speech, indicating that when someone speaks, they aim to achieve a certain result in a tolerant manner. Speaking involves interaction with the world and communication with speech partners, reflecting the individual's mental interpretation of reality stored in both conscious and subconscious realms, involving perceptual, cognitive, mnemonic, emotional, and volitional aspects of the psyche.

In our view, communicative tolerance represents a comprehensive assessment of the psycho-emotional linguistic portrayal of the world in speech activity. The quality of speech activity is influenced significantly by auxiliary (paralinguistic) elements such as speech pace, emphasis on specific parts of speech, emotional tone, vocal timbre and intensity, diction, facial expressions, and gesturing.

The emotional tone of speech enriches the message, providing insight into the speaker's feelings towards the topic. Intonation and nonverbal cues such as facial expressions and gestures play a crucial role in conveying information and creating a more expressive interaction. These nonverbal elements can enhance overall expressiveness and draw attention, fostering communicative tolerance. However, controlling these paralinguistic aspects of speech is often challenging for speakers. Communicative tolerance in speech production is influenced by the physiological and mental state of communicators. Psycholinguistics focuses on the generation and perception of language signs in speakers' minds, emphasizing the psycho-emotional aspect of verbal and nonverbal communication. Verbal etiquette, including expressions like forgiveness, gratitude, and apology, also plays a significant role in communication and reflects individuals' psychological attitudes.

From a Psycholinguistics perspective, communicative tolerance refers to the specialized use of speech for communication. It represents a special way of communicating using a language code, with mental emotions serving as a tolerant expression of this code. This is particularly important for young individuals who navigate through frames, scripts, clichés, and the coding and

²⁴ Dubovyk S., Mytnyk A., Mykhalchuk N., Ivashkevych E., Hupavtseva N. Preparing Future Teachers for the Development of Students' Emotional Intelligence. *Journal of Intellectual Disability – Diagnosis and Treatment*, 2020. No 8(3). P. 430–436.

decoding of their emotions. The process of tolerant language coding involves both rational and irrational elements. Rational language coding occurs within formal education and structured learning, while irrational communicative tolerance is evident in informal interactions, such as those within various social groups.

Emotional psychological speech activity contains implicit meaning or information. This implicit meaning is derived by the communication partner based on the context and situation, influenced by the values of language units. These implicit features of the language system consist of various rules and patterns of language organization, as well as communication rules. Within our research, expressive emotional speech manifestations are the reactions of communication partners to statements with specific messages in particular situations. These manifestations can be negative, neutral, or positive.

In the context of communicative tolerance, the study aims to outline some key Psycholinguistic Approaches to define it: by a tolerant meaning – as a generalized image in the minds of native speakers; as a system of objectively fixed connections between words and the world; through the use of different meanings – separating individual word meanings from the objective system of word connections; based on the intentions of words and word combinations, which determine the addressee's communicative intention; language ability (or the ability to speak tolerantly) – a system of unconscious rules of speech activity formed in a child's mind from birth; and a set of tolerant speech skills and abilities available to the child.

Overall, these categories describe a linguistically tolerant personality – a person who can understand and accept statements that vary in complexity, depth, and accuracy. Communicative tolerance is influenced by emotional experiences, education, upbringing, and socio-cultural background. These experiences are deeply personal and can be rational or irrational, forming a complex of communicative tolerance.

These ideas establish a foundation for understanding language as a tool for regulating mental activity during communication and as a means for children to develop their speech. It's important to consider the transition of this external experience to an internal one, enabling the internal programming of human actions and the regulation of one's own behavior, including speech. This internalization of speech behavior is a crucial process.

The process of communication involves transforming one's rational or irrational ideas into speech units. This is influenced by the communicator's language ability, intellect, thinking process, knowledge paradigm, emotions, and intentions. Communicative expression involves modal aspects,

intonation (in verbal communication), and nonverbal cues, and is always linked to specific life situations. Motivation, involvement in non-verbal activities, and various models of speech expression are key components of communicative expression. The motives behind tolerant speech include biological, social, spiritual, cognitive, and emotional factors, and are determined by the individual's speech activity. Communicative tolerance is influenced by language choice, language skills, functional and stylistic factors, sociolinguistic factors, affective factors, paralinguistic factors, individual speech experience, and speech situations. Additionally, communicative tolerance is directly related to an individual's mental characteristics and states, such as feelings, attention, will, determination, confusion, and imagination.

CONCLUSIONS

The principle of linguistic tolerance serves as a crucial strategy for mitigating conflict situations, playing a significant role in promoting peaceful and constructive communication. By exerting influence through language and adhering to speech-behavioral norms, this approach proves effective in reshaping statements that contain implicit or explicit language aggression or negative assessments from the speaker. Through the application of linguistic tolerance, speakers are encouraged to modify their language use in ways that reduce hostility, thereby fostering a more respectful and understanding exchange of ideas. This method not only defuses immediate tensions but also acts as a proactive tool for smoothing over underlying disparities, decreasing overall tension, and preempting the escalation of conflicts. In environments where differences in opinion, cultural background, or personal values may lead to friction, the deliberate use of linguistic tolerance helps create an atmosphere where dialogue can proceed constructively, preventing minor disagreements from escalating into major confrontations. Thus, it is evident that most scholars and educators interpret competency as an integrated characterization of personality traits that goes beyond mere technical skill or knowledge, as competency reflects not only the individual's academic training but also their ability to navigate and respond to the complexities of the professional world.

Communicative tolerance is more than just passive acceptance; it is an active engagement with others that fosters mutual respect and understanding. This includes a genuine desire for dialogue, a readiness to cooperate, and a positive assessment of others, coupled with an alignment with their objective opinions. Communicative tolerance also demands the ability to conduct oneself appropriately in non-standard or challenging situations, such as those that might provoke discomfort or misunderstanding. It requires individuals

to comprehend and appreciate different viewpoints, forgive mistakes and misconceptions, and tolerate unpleasant or unacceptable actions from interaction partners, provided that such actions do not cross ethical boundaries. This kind of tolerance is essential for maintaining constructive relationships, whether in personal, educational, or professional settings.

SUMMARY

Communicative tolerance is essential for fostering peaceful intercultural interactions, emphasizing dialogue with openness, respect, and understanding. It plays a key role in preventing conflicts and misunderstandings as societies become more diverse. By challenging stereotypes and prejudices through respectful discussions, communicative tolerance helps dismantle biases and promotes inclusivity. This approach encourages individuals to find common ground, facilitating constructive conflict resolution and building mutual trust. Psychologically, it relies on cognitive flexibility, emotional regulation, and social empathy, enabling individuals to adapt to diverse perspectives without feeling threatened. Empathy fosters deeper connections and reduces the likelihood of misinterpretation, decreasing potential conflicts. In educational and professional settings, communicative tolerance enhances teamwork and collaboration among diverse groups, leading to more inclusive and innovative environments. Organizations that prioritize it create spaces where everyone feels valued and respected. Overall, communicative tolerance helps bridge cultural divides, fostering harmonious relationships in increasingly interconnected societies. Its role in promoting respectful dialogue and understanding is crucial for building peaceful intercultural relationships.

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Information about the authors:

Myronenko Nataliia Vasylivna,

Lecturer at the Department of Foreign Languages for the Humanities
Ivan Franko National University of Lviv
1, Universytetska str., Lviv, 79000, Ukraine

Opyr Mariana Bohdanivna,

Senior Lecturer at the Department of Foreign Languages
Lviv National Environmental University
1, V. Velykoho str., Dubliany, 80381, Ukraine

Panchyshyn Svitlana Bohdanivna,

Senior Lecturer at the Department of Foreign Languages
Lviv National Environmental University
1, V. Velykoho str., Dubliany, 80381, Ukraine