

The phenomenon of the teacher's personality in the system of cross-cultural educational processes

Vasyl Shynkaruk*

Doctor of Philological Sciences, Professor
National University of Life and Environmental Sciences of Ukraine
03041, 15 Heroiv Oborony Str., Kyiv, Ukraine
<http://orcid.org/0000-0001-8589-4995>

Oleksandra Shynkaruk

PhD in Law Sciences, Associate Professor
National University of Life and Environmental Sciences of Ukraine
03041, 15 Heroiv Oborony Str., Kyiv, Ukraine
<https://orcid.org/0000-0002-5494-1370>

Taras Lushan

Student
National University of Life and Environmental Sciences of Ukraine
03041, 15 Heroiv Oborony Str., Kyiv, Ukraine
<https://orcid.org/0009-0002-1007-4786>

Abstract. The growing cultural diversity in educational settings is giving rise to new demands on the professional and personal development of teachers. The aim of this article was to explore the characteristics of the formation, development and manifestation of the teacher's personality within the system of cross-cultural educational processes. The research was based on a comprehensive approach combining theoretical and analytical methods. A comprehensive approach to understanding the phenomenon of the teacher's personality in the context of contemporary cross-cultural educational processes was outlined, and it was demonstrated that the teacher's personality becomes a key factor in the effectiveness of cross-cultural interaction between participants in the educational process. It was emphasised that professional competence in a cross-cultural context is a dynamic category requiring constant updating. The moral and ethical component of the teacher's personality, which determines their stance on cultural diversity, was highlighted, and it was argued that the teacher's moral guiding principles are respect for cultural differences, responsibility for fostering a tolerant environment, and a readiness for ethical interaction, which form the basis of trust between the teacher and learners

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*Corresponding author (vashyn@nubip.edu.ua)



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from different cultural communities. The cultural aspect of the teacher's personality was examined through the prism of the interaction between the teacher's individual cultural identity and the cultural characteristics of the learners. It was demonstrated that, in a cross-cultural environment, the teacher acts as a mediator between different cultural systems, whilst maintaining their own professional and personal integrity. The interactive component of the teacher's personality, which manifests itself in the ability to communicate effectively, manage cross-cultural conflicts and facilitate cross-cultural dialogue, was outlined; the importance of developing communicative flexibility and the ability to adapt teaching strategies to the cultural needs of learners was emphasised. The practical value of the study lies in the fact that its findings can be used by specialists to improve cross-cultural communication methods, develop educational programmes and enhance the effectiveness of teacher training in a multicultural environment. The findings of the study can be utilised in subsequent academic works on the development of effective models for teacher training

Keywords: educator; communication; professional competence; cultural identity; multicultural environment

Introduction

The relevance of studying the teacher's personality within the framework of cross-cultural educational processes is determined by the challenges of modern society – information warfare, cultural conflicts and an identity crisis; which is why education must become a space for constructive dialogue and mutual understanding, and the teacher must act as a guardian of humanistic ideals that help to overcome prejudices and stereotypes. In these circumstances, it is particularly important for teachers to develop intercultural competence, tolerance, and the ability to communicate and interact effectively with representatives of different cultures. This is precisely why the study of teachers' professional and personal traits in the context of cross-cultural education is a vital prerequisite for improving the modern system of teacher training.

Issues relating to the teacher's personality within the system of cross-cultural interaction, cultural competence and multicultural personality are being researched worldwide by representatives of various academic schools. In particular, F. Vallone *et al.* (2022) investigated the influence of teachers' multicultural personality traits and drew conclusions regarding cultural empathy, openness, social initiative, emotional stability,

flexibility and their connection to intercultural behaviour. S. Katıtaş *et al.* (2024) examined the role of a teacher's cultural intelligence and intercultural sensitivity in shaping attitudes towards multicultural education, which is directly linked to a teacher's intercultural competence. Y. Gong *et al.* (2022) found that professional identity and sociocultural identity either compete with or reinforce one another in mediating participants' efforts to teach intercultural communicative competence, and concluded that language teachers should recognise teacher identity as an important pedagogical resource when preparing language teachers to teach in an intercultural context. K. Rajaram (2023) describes how, through language-mediated interaction, every individual can resolve situations that they would be unable to resolve on their own using academic or practical intelligence, and highlights key points regarding the role of cultural intelligence in teaching and the role of culture in learners' education. J. Hofhuis *et al.* (2023) argue that enhancing students' intercultural competences through international higher education requires a deep understanding of how these competences develop over time, how they are linked to outcomes, and which factors predict their growth. Despite the substantial

body of work by researchers from various countries who have made significant contributions to the study of the teacher's personality within the framework of cross-cultural interaction, many aspects remain under-researched, opening up prospects for further investigation.

In contemporary Ukrainian scholarship, research into the teacher's personality within the framework of cross-cultural interaction encompasses various approaches. N. Prus (2025) analysed the main approaches to classifying the concept of "personal image" and concluded that a positive image is of great importance for self-identification and the development of professional and personal culture, and helps to achieve success in professional life. I. Golovska & O. Mykhalchuk (2022) investigated the challenges of fostering cross-cultural values in the context of modernising the professional training system for foreign language teachers within a multicultural educational environment. O. Ignatova (2025) analysed the role of interactive teaching methods in preparing future teachers to effectively bridge cultural differences and concluded that traditional didactic approaches are unable to develop the subtleties required for intercultural interaction. V. Boychuk (2024) carried out a comparative analysis of models of intercultural competence and concluded that individualistic models view an individual's intercultural competence through the prism of their personal characteristics. T. Osypova & R. Zhao (2023) concluded that intercultural competence enables teachers to carry out their professional and pedagogical activities in a multicultural environment on the basis of tolerance, treating representatives of other cultures or faiths with understanding, respect and without prejudice.

However, a review of recent publications has revealed a lack of research focusing on the teacher's personality within the context of cross-cultural educational processes. Existing academic works predominantly focus on the development of intercultural competence, adaptation strategies or teaching methods in a multicultural

environment, whilst the personal, value-based and professional-psychological aspects of the teacher as a subject of cross-cultural interaction remain on the periphery of academic discourse. Thus, the aim of this study was to examine the role of the teacher's personality within the system of cross-cultural educational processes and to determine its influence on the development of cross-cultural competence among participants in the educational process.

Materials and Methods

The research drew on an electronic database of academic sources, comprising works by Ukrainian and international scholars on the development of the teacher's personality, cross-cultural education and intercultural interaction (Sukhomlynsky, 1988; Kremen, 2011; Banks, 2019). The research methodology was based on the comprehensive use of theoretical and general scientific methods of inquiry. To achieve the stated aim, analysis, synthesis, generalisation, comparison, systemic, cultural and personality-oriented approaches, as well as structural-functional and content analysis of academic sources, were employed. The method of analysis made it possible to identify the professional, cultural, moral and communicative traits of the teacher's personality in the context of cross-cultural interaction, whilst synthesis ensured their integration into a holistic conception of the modern teacher as a subject of cross-cultural communication. Comparative analysis was used to contrast academic approaches to understanding the role of the teacher in different cultural and educational contexts. The systemic approach allowed to consider the teacher's personality as a complex, multi-level system functioning within the sphere of cross-cultural interactions, whilst the structural-functional approach enabled to identify the main components and functions of pedagogical activity in the context of cultural diversity.

The cultural studies and person-centred approaches played a significant role in the research, enabling the exploration of the value-based,

ethical and cultural dimensions of the teacher's professional activity. The cultural studies approach made it possible to examine the teacher's professional activity in the context of the interaction between different cultures, value systems and sociocultural traditions. The application of this approach helped to reveal the role of the teacher as a bearer of culture, a mediator in intercultural dialogue and a conveyor of humanistic values within the professional environment. The person-centred approach has made it possible to investigate the teacher's individual characteristics, their professional and personal qualities, motivational sphere, value orientations and capacity for self-development. The use of this approach made it possible to substantiate the importance of the teacher's personality as a key factor in effective cross-cultural interaction and the creation of a supportive educational environment.

The content analysis method was used to systematically examine the content of academic publications with the aim of identifying key concepts, approaches and trends in the study of the phenomenon of the teacher's personality within the framework of cross-cultural educational processes. The generalisation and systematisation of the results of the theoretical analysis made it possible to identify the main traits of the modern teacher, to substantiate a conceptual model of their professional development in the context of cross-cultural interaction, and to formulate the corresponding scientific conclusions.

Results and Discussion

In contemporary educational environments, which are increasingly characterised by cultural diversity, the teacher emerges not only as a source of knowledge but also as a facilitator of cross-cultural dialogue, capable of ensuring a harmonious blend of national traditions and global trends; and it is precisely their personal traits, communicative competence, tolerance and openness that determine the quality of interaction within a multicultural space. The phenomenon of the teacher's personality is manifested in

their ability to adapt the educational process to the needs of different cultural groups, creating a supportive environment for the development of every learner; indeed, such a teacher must serve as a model of cross-cultural sensitivity, respect and empathy, helping learners to shape their own identity. At the intersection of cultures, the teacher plays a key role, ensuring not only the transfer of knowledge but also the formation of the values necessary for life.

Defining the phenomenon of the teacher's personality within the framework of cross-cultural educational processes involves considering the role of the teacher/lecturer as a mediator between cultures, a bearer of values and an active participant in shaping the global consciousness of learners. American researcher G. Gay (2018) emphasises the importance of pedagogical values, empathy and the ability to work with students from diverse backgrounds, and it is reasonable to suggest that a teacher's professional and personal qualities determine the quality of intercultural interaction in the learning environment. J. Banks (2019) views the teacher as a mediator between students' cultural experiences and the content of education, a role that requires a high level of reflection, tolerance and understanding of cultural differences; the view that the teacher's personality fosters an atmosphere of openness in which students can safely express their identity is well-founded. The American educational researcher G. Ladson-Billings (1995) proposed the concept of culturally relevant pedagogy and investigated the role of the teacher in a multicultural environment.

The European academic tradition is also characterised by active research into the teacher's personality in a cross-cultural context. In particular, the German researcher J. Bruner (1997) analysed the teacher's ability to adapt their style of interaction to the cultural characteristics of learners, emphasising the role of communicative competence and intercultural sensitivity. The French researchers M. Esterle-Hédibel (2006) focused on how a teacher's professional values determine

their ability to integrate cultural diversity into the educational process, whilst G. Farges (2019) examined teachers' perceptions of the values of their profession and their reflections on the differences between primary and secondary education. The position of French scholars is well-founded: a teacher's personality is not merely a set of professional competences, but also a system of humanistic attitudes that ensure effective interaction between representatives of different cultures. M. Byram (1997), a renowned British researcher in the field of intercultural communication and intercultural education, proposed a model of intercultural competence and drew well-founded conclusions regarding the foundations of education – learning to live together by developing an understanding of others and their history, traditions and spiritual values, and, on this basis, the creation of a new spirit which, guided by a recognition of growing interdependence and a shared analysis of the risks and challenges of the future, will encourage people to undertake joint projects or to manage inevitable conflicts wisely and peacefully. P. Freire (2005), a leading figure in critical pedagogy, has examined new models of the teacher-student relationship, which are directly relevant to the role of the teacher in cross-cultural education; the view that anti-dialogue is an instrument of oppression, whilst dialogue is an instrument of liberation, is well-founded. The quality of the relationship between teacher and pupil depends on factors relating to individual differences, in particular personality traits and behavioural tendencies. S. Mammadov & A. Avci (2025) concluded that a meta-synthesis of the links between teachers' personality traits and the quality of teaching/interaction is useful for demonstrating the influence of personality on intercultural interaction. The results of a systematic review of the effectiveness of professional development initiatives aimed at enhancing teachers' intercultural competences were presented by B. Romijn *et al.* (2021) and the researchers summarised their findings regarding teachers working with children from infancy to upper secondary

school age, as well as trainee teachers enrolled in teacher training programmes to prepare for this work. S. Chen & K. Wong (2022) concluded that the level of multicultural competence among early years music teachers was average, due to a lack of flexibility and emotional stability-qualities necessary for dealing with cultural differences in unfamiliar multicultural contexts.

Ukrainian academic research is characterised by an active and comprehensive study of the teacher's personality from a cross-cultural perspective, driven by the growing need to train specialists capable of operating effectively within a culturally diverse educational environment. Researchers pay particular attention to analysing the professional, communicative and value-based characteristics of teachers that ensure successful intercultural interaction, and also study the influence of cultural factors on teaching practice and professional development. Such academic interest contributes to the formation of the theoretical and methodological foundations of cross-cultural pedagogy and the development of models of pedagogical competence geared towards international standards and contemporary educational challenges. In particular, O. Sakaliuk (2022) presents a well-founded position on the implementation of a cross-cultural approach in higher education, while the argument for an alternative interpretation of the cross-cultural training of higher education teachers is convincing, defining it as the teacher's ability to communicate effectively with students through knowledge of culture-specific characteristics. The issue of developing intercultural competence in trainee foreign language teachers as a priority area of contemporary teacher education in the context of globalisation, digitalisation and the transformation of professional requirements for teachers is examined by O. Matvienko & Z. Jing (2025), who emphasise the role of the teacher as a facilitator of intercultural dialogue and a moderator of value-based interaction. According to the new philosophy of education, foreign language teachers are the primary mediators of cultural experience associated

with communication between people of different nationalities. O. Rezunova & V. Rezunova (2021) concluded that foreign language teachers with well-developed cross-cultural competence will be able to nurture a new generation of specialists with a European consciousness and the ability to engage in cross-cultural dialogue, which is impossible without not only a linguistic but also a cross-cultural component. T. Xiochen (2023) found that the development of intercultural competence in future philologists involves an awareness of and understanding of the interrelationships between one's native language and culture and those of others, as well as the prevention of conflicts that inevitably arise in a multicultural society; conclusions were drawn regarding the ability to construct new forms of behaviour, based on the values and norms of different cultures. M. Semikin (2013) analysed the cross-cultural literacy of the modern teacher and examined the specifics of pedagogical activity in a context of cultural diversity, as well as the role of the teacher's personal qualities. V. Demchenko (2025) investigated the training of future teachers in the context of the formation of national/cultural identity and the role of the teacher as a key figure in the educational process, emphasising intercultural challenges and European integration. N. Zajackiwska (2015) makes a compelling case that intercultural education is intended to become

a powerful means of developing multicultural competence in contemporary individuals. Thus, considerable attention must be paid to schools, both secondary and higher education institutions, as it is there that communities of children and young people are formed on the basis of social integration. The authors share the academic position of I. Kozubovska & S. Vaskiv (2017) regarding inter-ethnic relations in multinational states, a category to which Ukraine belongs, and emphasise that multicultural education plays a vital role in this, resulting in the development of an individual's intercultural competence.

In the cross-cultural educational process, a teacher's competences include not only professional knowledge of the subject being taught, but also the ability to interact effectively with learners from different cultural and social contexts. These competences encompass cross-cultural communicative competence, empathy, flexibility of thinking and sensitivity to cultural differences, enabling teachers to take into account the specific features of each learner's worldview, values and learning style. A teacher who possesses these competences is therefore able to create an inclusive educational environment in which cultural diversity becomes a resource for learning rather than an obstacle, while also effectively promoting the development of cross-cultural tolerance and critical thinking among learners (Table 1).

Table 1. Main teacher competences in the cross-cultural educational process

Component	Competences	Practical manifestations in the educational process
Professional	➤ Knowledge of the subject area and teaching methods. ➤ Pedagogical expertise. ➤ Ability to adapt teaching materials to the cultural characteristics of learners. ➤ Professional development and self-directed learning.	➤ Use of diverse teaching methods. ➤ Planning lessons with consideration for cultural diversity. ➤ Professional development through training and courses.
Cultural	➤ Cross-cultural communication. ➤ Knowledge of learners' cultural traditions and values. ➤ Ability to create an atmosphere of respect and mutual understanding.	➤ Integration of cultural examples into teaching materials. ➤ Organisation of discussions and projects that take cultural diversity into account. ➤ Prevention and resolution of cultural conflicts.

Table 1. Continued

Component	Competences	Practical manifestations in the educational process
Moral and ethical	➤ Respect for learners' dignity. ➤ Honesty and fairness. ➤ Tolerance and moral resilience.	➤ Making ethical decisions when assessing and interacting with learners. ➤ Creating a fair and inclusive environment. ➤ Supporting learners in challenging situations.
Adaptability	➤ Flexibility in teaching methods. ➤ Emotional intelligence. ➤ Ability to resolve conflicts.	➤ Use of innovative teaching methods. ➤ Supporting learners in adapting to cultural differences. ➤ Mediation of conflicts between learners.
Synthesis of competences	➤ Integration of professional, cultural and moral dimensions. ➤ Leadership and mentoring.	➤ Creating an open, tolerant and motivating educational environment. ➤ Mentoring and supporting early-career teachers in cross-cultural education.

Source: compiled by the authors based on the works of G. Ladson-Billings (1995), M. Esterle-Hédibel (2006), I. Kozubovska & S. Vaskiv (2017), G. Gay (2018)

The professional component of a teacher's personality in the cross-cultural educational process is determined by their competence in their specialist field and their ability to effectively deliver the educational process; this component therefore encompasses in-depth knowledge of the subject, mastery of modern teaching methods, and the ability to adapt educational approaches to the needs of different groups of learners. The research of L. Shulman (1987) formed the basis of the modern understanding of a teacher's professional expertise, which views a teacher's professionalism as a combination of subject-specific competence, pedagogical skills and the ability to adapt teaching to pupils' needs. It is well-founded to argue that a professionally trained teacher is capable not only of imparting knowledge, but also of fostering critical thinking, developing creativity and promoting the all-round development of the learner's personality. A teacher's personality, in a professional context, is manifested through their organisational and communication skills. Teachers should therefore be able to create a favourable educational environment, motivate learners to participate actively in the educational process and maintain discipline without undermining their dignity. An important element is the capacity for self-reflection and professional self-improvement, which enables them to continually enhance

the quality of teaching and adapt to changes in modern education. The professional aspect of one's personality also encompasses the teacher's ethical and responsible stance, as adherence to pedagogical standards, respect for the individual characteristics of learners and the principles of equality form the basis for trust and positive interaction within the educational process. Such a teacher not only fulfils an educational role but also serves as a model of professional conduct, instilling in students or pupils professional and moral values that will stay with them for life. Thus, the specific nature of the professional aspect of a teacher's personality in a cross-cultural educational environment lies in identifying those characteristics, competences and behavioural patterns that ensure effective teaching practice in situations involving the interaction of different cultures. This approach involves analysing the teacher's capacity for cross-cultural communication, tolerance, adaptability and openness to pedagogical practices from other educational traditions. Particular attention is paid to how professional knowledge, ethical values and teaching style are transformed under the influence of a multicultural environment, contributing to the development of a globally-oriented, culturally sensitive professional capable of delivering a high-quality educational process in the context of growing cultural diversity.

The cultural aspect of a teacher's personality is an important component of their professional competence, as it determines their ability to interact effectively in diverse educational environments. The British educator and researcher in intercultural education, M. Byram (1997), developed the concept of intercultural communicative competence and emphasised the role of a teacher's cultural competence in fostering pupils' capacity for intercultural dialogue. The researcher's view that intercultural competence is the ability to use appropriate approaches, skills, knowledge and critical understanding to respond appropriately to the challenges and opportunities of interacting with someone from a different cultural group is well-founded. A teacher with a well-developed cultural dimension possesses knowledge of the history, traditions and values of different cultures, enabling them to create an environment of mutual respect and tolerance among students. Such an understanding of cultural characteristics contributes to developing learners' respect for cultural diversity and enhancing their cross-cultural competence. The cultural dimension of a teacher's personality is also evident in their ability to integrate cultural elements into the educational process. The use of examples, materials and practices that reflect cultural diversity stimulates students' curiosity and develops critical thinking, whilst a teacher who masters this aspect is able to adapt their teaching methods to the cultural characteristics of their audience, ensuring more effective knowledge acquisition. Another manifestation of the cultural aspect is the teacher's personal openness to cross-cultural dialogue and cooperation, in which they demonstrate empathy and respect for other people's views and traditions, as well as the ability to resolve conflicts constructively that may arise due to cultural differences. This approach not only improves the educational process but also develops in students the social skills necessary for successful interaction in a globalised world. The cultural aspect of a teacher's personality also encompasses self-development and the continuous updating of knowledge

regarding global cultural trends. Modern teachers actively familiarise themselves with new cultural practices, languages and technologies, which enables them to remain relevant in their professional practice; as a result, they are able not only to impart knowledge but also to foster openness, critical thinking and a readiness for cross-cultural cooperation in their students. Thus, the cultural aspect of a teacher's personality in a cross-cultural educational setting manifests itself in the harmonious interactivity of professional competence and the capacity for cross-cultural sensitivity, which ensures the effective fulfilment of the educational mission. The teacher consistently demonstrates the ability to understand, interpret and integrate various cultural codes, norms and values into the educational process, creating an inclusive environment conducive to the development of all participants in the educational space. It is also a consistent pattern that the cultural component of a teacher's personality determines their communication strategies and style of interaction, which are aimed at fostering dialogue, tolerance and mutual respect, thereby establishing a solid foundation for effective cross-cultural pedagogical interaction.

A pattern has been identified consisting of a strong link between a teacher's professional activities and their ability to demonstrate ethical standards in their interactions with participants in the educational process. The moral and ethical aspect of a teacher's personality forms the basis of trust between the teacher and learners, colleagues and parents, and entails a high level of responsibility, honesty, goodwill and fairness in professional practice. A teacher who adheres to moral and ethical principles is able to create a safe and supportive learning environment where the individuality of each learner is valued, and where mutual respect and tolerance are fostered. A teacher whose personality is guided by moral and ethical values serves as a role model through their behaviour, language and interactions with others. Such teachers are able to balance the requirements of the curriculum with the interests

of learners, make ethical decisions in complex situations, and demonstrate self-reflection and self-criticism, which enable them to continuously improve their teaching practice and maintain a high level of moral authority. N. Pantić & T. Wubbels (2012) examine the moral values of teachers as the foundation for interaction, which is also important in a cross-cultural context. The researchers' development of an instrument for examining teachers' beliefs regarding moral values is particularly relevant for investigating the relationship between such beliefs, teacher-student interpersonal relationships and teachers' cultural competence. The moral and ethical aspect of a teacher's role becomes particularly important in a cross-cultural educational environment, where different cultural traditions, values and norms can influence the learning process. In this context, teachers demonstrate tolerance, respect for cultural diversity and the capacity for empathy, thereby fostering an inclusive and ethical environment; their professional ethics, in turn, support the development in learners of value orientations, critical thinking and social responsibility, which are essential components of modern education. Thus, the analysis shows that a teacher's moral convictions, value orientations and level of ethical responsibility are naturally reflected in the nature of their pedagogical decisions, communication style and the creation of a safe, trusting educational environment. As a result, a consistent trend has been identified: the higher the level of development of a teacher's moral and ethical qualities, the more effectively they realise the educational potential of their profession and contribute to the harmonious development of learners' personalities.

The interactivity of the professional and cultural components of the teacher's personality is manifested in a continuous reciprocal process involving knowledge, skills and value orientations. M. Byram (1997) investigated the interaction between a teacher's professional competences and their cultural awareness, emphasising that effective teaching in a multicultural environment

is impossible without an interactive relationship between professional skills and cultural sensitivity. M. Byram's (1997) model of intercultural communicative competence is well-founded; it describes how a teacher utilises cultural knowledge in their professional practice to foster dialogue and mutual understanding. A teacher's professional competence includes mastery of teaching methods, the ability to organise the educational process and adapt it to students' needs, whilst the cultural component involves knowledge of the cultural characteristics of learners and respect for their values and traditions, which enables effective communication and the maintenance of a supportive learning atmosphere. The interactivity between these two components ensures a harmonious blend of professional skills and cultural sensitivity (Table 2). During the educational process, this interactivity manifests itself through the teacher's active engagement with learners, colleagues and representatives of different cultural backgrounds. The use of interactive teaching methods makes it possible to combine pedagogical expertise with cross-cultural experience. This approach not only promotes better acquisition of educational material but also develops learners' ability to function in a culturally diverse environment, while fostering empathy and tolerance. The interactive nature of the cultural component of a teacher's personality is manifested in the ability to create an environment where cultural diversity is viewed as a resource for learning. V. Sukhomlynsky (1988) thoroughly explored the idea of the interactivity between a teacher's professional expertise and cultural and humanistic values; the scholar's view that pedagogical influence is possible only when a teacher organically combines professional competence, cultural communication and the moral and ethical component, thereby creating a "culture of interaction" with pupils, is well-founded. A teacher who possesses cultural competence integrates various cultural practices into the educational process, demonstrates openness to new ideas and encourages learners to engage in

cross-cultural exchange, which helps to reduce barriers caused by misunderstanding, boost students' motivation and foster the formation of an inclusive educational community. The interactivity of the professional and cultural components is a key factor in the development of pedagogical expertise in the context of globalised education, as it ensures a dynamic combination of

professional competences with cross-cultural skills, which contributes to an effective educational process and the personal development of learners. Thus, interactivity serves not only as a mechanism for realising a teacher's professional and cultural qualities, but also as a prerequisite for the formation of an open, tolerant and adaptive educational community.

Table 2. *Interactivity of the professional and cultural components of the teacher's personality*

Component	Main characteristics	Interactive manifestations	Outcome in the educational process
Professional	Knowledge of teaching methods, pedagogical skills and lesson planning.	Use of active methods: discussions, projects, role-play activities, adaptation to learners' needs.	Effective acquisition of learning material, development of critical thinking.
Cultural	Knowledge of learners' cultural characteristics, respect for their values and traditions.	Integration of different cultures into the educational process, cross-cultural exchanges, openness to new ideas.	Development of tolerance and empathy, creation of an inclusive educational environment.
Interactivity (combination)	Synthesis of professional and cultural competence.	Joint cross-cultural projects, discussions, adaptation of methods to the cultural context.	Harmonious interaction with learners, development of cross-cultural skills.

Source: compiled by the authors based on the works of V. Sukhomlynsky (1988), M. Byram (1997), N. Pantić & T. Wubbels (2012)

The moral dimension of professional practice plays a key role in shaping a responsible and ethical approach to a teacher's work; this involves adhering to high standards of honesty, fairness and respect for the rights of others, which form the basis of trust between the teacher, their colleagues and society (Table 3). Moral values within the profession not only regulate behaviour but also shape a teacher's reputation, defining their competence within a broad social context. N. Noddings (2002) argues that a teacher's moral responsibility and capacity for empathy are key factors in their professional practice. An important aspect of the moral dimension is the ability to make ethical decisions even in complex situations where personal interests may conflict with collective or societal interests. A teacher guided by moral principles is therefore able to balance the requirements of higher education institution management, the expectations of learners and their own values, thereby ensuring the harmonious

development of their professional practice. This ability is particularly important in the field of education, where mistakes can have serious consequences for those involved in the educational process. The moral dimension in professional practice is closely linked to self-regulation and self-awareness, as reflecting on one's own moral principles helps educators to recognise the limits of their behaviour, avoid conflicts and act in the interests of the wider community. Ukrainian scholar V. Kremen (2011) has substantiated the value-based, moral and humanistic foundations of pedagogical practice and the role of a teacher's moral culture. The researcher's argument that the continuous improvement of moral competences contributes to the development of professional culture, strengthens teamwork and enhances the effectiveness of collective work is compelling. Equally important is the role of the moral dimension in upholding a teacher's social responsibility; for in

the context of globalisation and cross-cultural interactions, the ability to adhere to ethical standards when engaging with learners from different cultures and value systems becomes critical. A

teacher who combines high ethical standards with practical work helps to build trust within society and foster a positive image of their professional community.

Table 3. Key components of the ethical dimension in a teacher's professional practice

Component	Description	Significance for professional practice
Honesty	Openness and truthfulness in actions and statements.	Builds trust with colleagues, learners and society.
Fairness	Objective and equal treatment of all participants in the educational process.	Prevents discrimination and conflicts, and provides support.
Responsibility	Awareness of the consequences of one's own decisions and actions.	Improves the quality of work and minimises risks and errors.
Ethical decision-making	Ability to make choices based on moral principles in challenging situations.	Ensures a balance between personal, collective and societal interests.
Self-regulation	Control over one's own behaviour in accordance with moral standards.	Promotes the development of professional culture and effective interaction within the team.
Social responsibility	Adherence to ethical standards when interacting with different social and cultural groups.	Enhances the reputation of the professional community and contributes to a positive image.

Source: compiled by the authors based on the works of N. Noddings (2002), V. Kremen (2011), O. Rezunova & V. Rezunova (2021), O. Sakaliuk (2022)

A teacher's personality must be adaptable to diverse cultural contexts and capable of responding flexibly to changes in the socio-cultural environment; this requires the development of emotional intelligence, the ability to resolve conflicts peacefully, and a willingness to adopt innovative teaching methods that meet the needs of a cross-cultural audience. The issue of a teacher's adaptability to diverse cultural contexts has been studied by M. Byram (1997), whilst the development of teachers' cultural competence and their ability to work effectively in a cross-cultural educational environment has been described by I. Bekh (2012). The view held by researchers that cross-cultural adaptability enables teachers to effectively achieve learning objectives in the context of globalisation and cultural diversity is well-founded. Fostering such adaptability in professional practice requires an awareness of one's own cultural biases and a willingness to view cultural diversity as a resource for development, since teachers in a cross-cultural environment must not only be knowledgeable about different cultures but also actively apply this knowledge in communication and decision-making processes.

Effective support for cross-cultural adaptability requires the development of empathy and interpersonal skills. The ability to listen, ask open questions and understand the emotional signals of people from other cultures helps to build trusting and productive relationships. Such skills make it possible to avoid conflicts caused by misunderstandings and contribute to the creation of a positive social environment in which every participant feels heard and valued. Integrating cross-cultural adaptability into professional practice involves continuous learning and self-reflection. Educators should analyse their own experiences of interacting with people from different cultures, evaluate the effectiveness of their chosen strategies, and adjust their behaviour according to the context. Using cross-cultural training tools, participating in seminars, and exchanging experiences with colleagues from different countries helps to deepen understanding of cultural differences and develop flexibility in professional situations. Furthermore, fostering cross-cultural adaptability involves creating an inclusive environment where diverse cultural perspectives are valued and mutual support is encouraged;

organisational strategies, such as forming multicultural teams, ensuring equal access to resources and open dialogue about cultural characteristics, contribute to the development of tolerance and professional competence, therefore, cross-cultural adaptability becomes not only a personal trait but also an integral element of effective work.

An ideal model of the teacher's personality emerges at the intersection of professional, cultural and moral components. This combination ensures the effectiveness of the educational process and contributes to the development of an open and tolerant environment in which learners can fulfil their potential regardless of their cultural background. An educator who integrates these aspects becomes not only a bearer of knowledge but also a cultural and moral leader within the educational environment. The professional component provides the teacher with in-depth subject knowledge, methodological competence and the ability to organise the educational process effectively; it is therefore professional expertise that enables the teacher to fulfil educational objectives and create conditions for the development of learners, combining theoretical knowledge with practical skills. The cultural aspect involves the teacher's awareness of their socio-cultural role, the ability to engage in cross-cultural dialogue, and the consideration of cultural diversity within the educational process, as it fosters openness to new ideas, respect for the values of other cultures, and promotes the development of tolerance amongst learners. When combined with professional knowledge, the cultural component enhances the effectiveness of teaching, making it more flexible and responsive to the context of modern society. The moral component forms the basis of a teacher's ethical conduct, determines their sense of personal responsibility, honesty and fairness in their interactions with learners and colleagues, and imbues teaching practice with meaning and a value-based orientation, thereby contributing to the development of moral qualities and socially responsible behaviour in learners. V. Fedyaeva (2019) has substantiated a

methodology for historical-pedagogical research using a cross-cultural approach and emphasised the necessity and importance of educating children and young people in Ukraine on the principles of multiculturalism, the national orientation of education, and the inseparability of education from its national roots. The integration of the moral component with the professional and cultural components creates the conditions for the development of a well-rounded and ethical educational practice. The synthesis of all three components (professional, cultural and moral) shapes the holistic personality of the teacher, who is capable not only of effectively imparting knowledge, but also of nurturing well-rounded, culturally aware and morally mature young people. Such integration enables teachers to adapt to a rapidly changing educational environment, establish constructive communication and promote the development of learners' creative, critical and ethical thinking.

In different cultural contexts, the teacher's personality exhibits specific traits that are most highly valued by society and educational traditions; in particular, in many East Asian countries, the emphasis is placed on the teacher's ability to create harmonious relationships within a group and to foster cohesion and mutual respect amongst learners (Table 4). In the work of S. Kapranov (2017), using the example of the teaching practice of the Japanese scholar and philosopher S. Ōkawa (1924), the teacher's talent for establishing and maintaining friendly relationships with students, and for enjoying authority and popularity amongst them, is described. Views on the teacher's personality in contemporary American society enabled T. Chuvakova (2001) to identify its key characteristics; the researcher's argument that, in the USA, the development of the teacher's personality takes on paramount importance at all stages of a teacher's professional training and development is compelling. In the US and Western European countries, teachers' independence, creativity and ability to stimulate pupils' individual

development are highly valued; consequently, these traits are reflected in teaching approaches, methods of interacting with pupils and the style of managing the educational process. The role of the teacher in cross-cultural dialogue becomes crucial due to their ability to reconcile different values, traditions and ways of thinking, for a teacher with a high level of cross-cultural competence not only imparts knowledge but also acts as a mediator in communication between cultures, helping learners to recognise and appreciate cultural differences. Emotional sensitivity and tolerance are also important, as they enable the teacher to recognise the diverse cultural needs of learners and adapt teaching strategies accordingly, fostering an atmosphere

of mutual respect and openness. Sociocultural factors play a significant role in shaping a teacher’s professional identity, where the influence of family, community, religious and national traditions, as well as educational policies and regulatory documents, creates the framework within which teachers develop their professional and ethical qualities. The media and processes of globalisation also contribute to the development of teachers’ critical thinking, cross-cultural understanding and flexibility in the educational process. Teacher identity therefore emerges as a dynamic combination of personal characteristics, professional competence and cultural sensitivity, enabling teachers to work effectively across different educational and sociocultural contexts.

Table 4. *Key personality traits of the teacher in different cultural contexts and their influence on cross-cultural dialogue*

Cultural context	Key personality traits of the teacher	Role in cross-cultural dialogue	Sociocultural factors influencing the process
Collectivist cultures (Japan, China, South Korea)	Ability to maintain harmony, mutual respect, patience, group orientation.	Creates an environment in which learners value collective achievements and helps reconcile the interests of different cultures.	Collectivist traditions, family values, educational standards, religious and social norms.
Individualist cultures (the United States, the United Kingdom, the Netherlands)	Creativity, independence, ability to stimulate individual development, autonomy.	Encourages the expression of personal values and promotes the development of critical thinking in cross-cultural communication.	Educational policies, a commitment to innovation, values of freedom and personal initiative.
Globalised/mixed cultural contexts	Cross-cultural sensitivity, tolerance, flexibility, communication skills.	Acts as a mediator between cultures and adapts teaching strategies to different cultural needs.	Globalisation, media, international educational programmes, multicultural environment.

Source: compiled by the authors based on the works of T. Chuvakova (2001), S. Kapranov (2017), K. Rajaram (2023), S. Mammadov & A. Avci (2025)

In a cross-cultural educational environment, the role of the teacher is characterised by a high degree of flexibility and adaptability, as teachers must not only impart knowledge but also take into account the cultural characteristics of learners, their values, traditions and linguistic features; thus, such adaptability requires the development of empathy, sensitivity to intercultural differences and the ability to resolve conflicts constructively as they arise during the learning process. A key trait of a teacher’s personality in a cross-cultural

environment is their cross-cultural competence, which encompasses knowledge of other cultures, the ability to communicate effectively and work in a diverse environment, and enables the teacher to create an inclusive educational environment where students feel accepted and motivated to learn. Thus, the personality of a teacher in cross-cultural education is characterised by the integration of professional, ethical and cultural components. The teacher not only possesses professional knowledge and teaching methods

but also adheres to ethical standards aimed at respecting cultural diversity. Such integration ensures the harmonious development of the educational process, supports learners in their self-determination and contributes to the development of cross-cultural solidarity.

Based on the analysis carried out, the author has developed recommendations for the effective development of a teacher's personality within the framework of cross-cultural educational processes, namely: (1) to focus teacher training on the development of cross-cultural competence by expanding the content of professional education to include modules that highlight the characteristics of cross-cultural communication, the specifics of cultural behavioural models and strategies for effective interaction in multicultural environments; (2) to enhance the level of teachers' emotional intelligence by implementing programmes aimed at improving their capacity for empathy, self-regulation and the constructive resolution of conflict situations; (3) to foster a culture of tolerance and openness by equipping teachers with the competencies required to embrace cultural diversity, avoid ethnocentric judgements and ensure an inclusive educational environment in which all participants feel their cultural identity is respected; (4) to integrate a cross-cultural component into the content of educational programmes, systematically supplementing courses with materials that highlight global educational trends, various models of cultural communication and examples of successful collaboration between representatives of different cultures in educational and professional contexts; (5) apply innovative teaching methods, utilising interactive technologies, cross-cultural projects, blended and distance learning, which help students gain experience of cross-cultural cooperation and develop the relevant competences; (6) expand international educational partnerships, promote academic exchanges, joint educational programmes, international placements and participation in global educational networks, as such forms of interaction enhance the teacher's ability

to function within cross-cultural contexts; (7) to support the continuous professional and personal development of teachers, and to encourage participation in academic, methodological and professional communities, thereby ensuring the updating of knowledge, adaptation to contemporary educational challenges and a deeper understanding of their own role in a cross-cultural educational environment.

Conclusions

The phenomenon of the teacher's personality within the system of cross-cultural educational processes is multidimensional and dynamic, and highlights the importance of flexibility and adaptability as key traits of the modern teacher. A distinctive feature of the teacher's role in the cross-cultural educational process is that they act not only as a bearer of professional knowledge, but also as a key mediator between different cultural traditions, values and worldviews. In this context, the teacher has the ability to integrate cultural diversity into the educational process, channelling interaction towards the development of mutual respect, dialogue and openness, and creating an atmosphere in which learners learn to interpret differences as a resource rather than a barrier, whilst at the same time providing pedagogical support that is sensitive to the cultural characteristics of each participant in the educational environment; this role therefore highlights the multidimensional nature of the teaching profession, combining professional and cultural competence with the teacher's moral and ethical qualities. The main aspects of a teacher's competences in the cross-cultural educational process encompass the ability to integrate multicultural experiences into the curriculum and to ensure the inclusivity of the educational environment. Key competences include cross-cultural communicative competence, the ability to adapt teaching strategies to the cultural characteristics of learners, the ability to critically analyse cultural differences, emotional sensitivity, tolerance and the ability to create a space of mutual respect, which contributes to

the development of culturally responsible teaching practice. The integration of the professional, moral and cultural dimensions of a teacher's personality ensures a holistic approach to the educational process; thus, a teacher who adheres to ethical standards and demonstrates respect for cultural diversity serves as a role model for students and contributes to the development of socially responsible individuals. Sociocultural factors, such as historical traditions, religious beliefs and linguistic characteristics, have a significant influence on teaching practice. A teacher who takes these factors into account is able to adapt teaching strategies and create an educational environment that responds to the needs of students from diverse cultural backgrounds. The phenomenon of the teacher's personality in a cross-cultural context also highlights the role of continuous professional development, and pedagogical expertise in such conditions requires not only subject-specific knowledge but also the ability to work with cultural diversity and foster an inclusive atmosphere in the educational process. Thus, the teacher's personality within the system of cross-cultural educational processes is a key factor in effective education, and its development contributes to the formation of cross-cultural dialogue, promotes inclusion and tolerance amongst students, and ensures the training of competent, socially responsible and culturally sensitive professionals of the future. This study does not claim

to provide an exhaustive description of the phenomenon of the teacher's personality within the system of cross-cultural educational processes; however, it is important for understanding the key aspects of teaching practice in a cross-cultural environment and for developing strategies to enhance teachers' professional and moral-ethical competence. Prospects for further research lie in a more in-depth analysis of the interrelationship between the professional, cultural and moral components of the teacher's personality, the development of methods to enhance cross-cultural competence, and the study of the impact of the cross-cultural environment on the effectiveness of the educational process.

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Conflict of Interest

None.

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Феномен особистості педагога в системі крос-культурних освітніх процесів

Василь Шинкарук

Доктор філологічних наук, професор
Національний університет біоресурсів і природокористування України
03041, вул. Героїв Оборони, 15, м. Київ, Україна
<http://orcid.org/0000-0001-8589-4995>

Олександра Шинкарук

Кандидат юридичних наук, доцент
Національний університет біоресурсів і природокористування України
03041, вул. Героїв Оборони, 15, м. Київ, Україна
<https://orcid.org/0000-0002-5494-1370>

Тарас Луцан

Студент
Національний університет біоресурсів і природокористування України
03041, вул. Героїв Оборони, 15, м. Київ, Україна
<https://orcid.org/0009-0002-1007-4786>

Анотація. Зростання культурної різноманітності в освітніх середовищах спричиняють появу нових вимог до професійного й особистісного розвитку педагогів. Метою статті було розкрити особливості формування, розвитку й прояву особистості педагога в системі крос-культурних освітніх процесів. Дослідження ґрунтувалося на комплексному підході, який поєднав теоретичні та аналітичні методи. Висвітлено комплексний підхід до розуміння феномену особистості педагога в умовах сучасних крос-культурних освітніх процесів та продемонстровано, що особистість педагога стає ключовим фактором ефективності крос-культурної взаємодії між учасниками освітнього процесу. Підкреслено, що професійна компетентність у крос-культурному вимірі є динамічною категорією, що потребує постійного оновлення. Акцентовано морально-етичний аспект особистості педагога, який визначає його позицію щодо культурного різноманіття, та обґрунтовано, що моральними орієнтирами педагога є повага до культурних відмінностей, відповідальність за формування толерантного середовища, готовність до етичної взаємодії, що формують основу довіри між педагогом і здобувачами освіти різних культурних спільнот. Культурний аспект педагогічної особистості подано крізь призму взаємодії між індивідуальною культурною ідентичністю педагога та культурними особливостями здобувачів освіти. Доведено, що педагог у крос-культурному середовищі виконує роль медіатора між різними культурними системами, водночас зберігаючи власну професійну й особистісну цілісність. Окреслено інтерактивну складову педагогічної особистості, яка проявляється у вмінні ефективно комунікувати, регулювати крос-культурні конфлікти, сприяти формуванню крос-культурного діалогу, та підкреслено важливість розвитку комунікативної гнучкості і здатності адаптувати педагогічні стратегії відповідно до культурних потреб здобувачів освіти. Практична цінність дослідження полягає в тому, що його результати можуть бути використані фахівцями для удосконалення методик крос-культурної комунікації, розроблення освітніх програм та підвищення ефективності професійної підготовки педагогів у багатокультурному середовищі. Результати дослідження можуть бути використані у наступних наукових працях щодо розроблення ефективних моделей підготовки педагогів

Ключові слова: освітянин; комунікація; професійна компетентність; культурна ідентичність; багатокультурне середовище