РОЗДІЛ 3

ДОСЛІДЖЕННЯ ПРОБЛЕМ ОСВІТИ ТА МОЛОДІ

KHARKIV TEACHERS ABOUT THE IDEAL TEACHING TEAM: CONTROVERSIES AND HARMONIES OF EDUCATORS' CONSCIOUSNESS

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The article explores the state of consciousness, educational practices, and daily life of school staff and education administrators in Kharkiv under wartime conditions, using the example of the city's largest and most affected district – the Saltov district. It is noted that, against the backdrop of significant researcher attention to macro-level manifestations of war (political, geopolitical, economic), the state of the education system, particularly in frontline regions, remains insufficiently studied, given the significance of this system for community functioning and understanding societal transformations. It is argued that the rather prolonged period of online learning (caused by the destruction of schools, migration of teachers and students, as well as the consequences of the pandemic) has significantly impacted teachers' perception of the essence and functions of the school collective, particularly the function of forming an independent and responsible teacher personality. The results of an empirical study are presented, conducted with the participation of the article's author in May-July 2023 by staff of the Department of Sociology, Faculty of Sociology, V.N. Karazin Kharkiv National University. Within the study, 1,023 respondents from 33 schools in the Saltov district of Kharkiv were surveyed. Emphasis is placed on how Kharkiv teachers perceive the teaching collective in which they work and what its key characteristics they consider ideal. It is demonstrated that the hierarchy of characteristics provided by the respondents is marked by high internal consistency (nearly all indicators >4.0 on a 5-point scale) and consensus. It is underscored that the highest significance (mean score >4.5) for the surveyed is held by such socio-psychological characteristics of the teaching collective as mutual respect (among all participants in the educational process), a favorable moral-psychological climate, and bullying prevention. Particular attention is devoted to how these characteristics are perceived by different groups of respondents, namely: gender groups; groups based on place of residence (teachers who at the time of the survey resided in Kharkiv city, in Kharkiv oblast, in other regions of Ukraine, abroad); professional-qualification groups (distinguished according to level and profile of education); etc. Based on this study, conclusions are drawn regarding the evolution and specifics of the state of Kharkiv schools under wartime conditions.

Keywords: *education system, Kharkiv school teachers, teaching stuff, ideal characteristics of collective, perception, evaluations, collective consciousness.*

Setting the problem in its general form and its connection with important scientific or practical tasks. The new conditions in which Ukraine and its people have found themselves since February 2022 have been reflected and affected all aspects of life in Ukraine and – more broadly – in Eastern Europe, the entire European continent and even a considerable part of the entire world. But the scientific understanding of the processes of the last one and a half years [1-8] is primarily focused on macromanifestations and general social aspects of architectural and

societal processes. Political, geopolitical, to a lesser extent – economic and historical aspects of these processes are studied and interpreted with high intensity: it is enough to look at the volume of publications on this subject.

Analysis of recent researches and publications. In Ukrainian sociology, the appeal to the problem of transformation of higher education took place both in the context of the formation of veterans' identity [9-10], and taking into account the development of online education under the influence, first of all, of the COVID-epidemic situation [11], which was reinforced by the appeal of world sociology to the problem of artificial intelligence and its subjectivity in the education system [12-15]. Nevertheless, at the same time, a large number of various topics and aspects remain behind the scenes of scientific research, which, meanwhile, are important for the current life of the citizens of Ukraine, and for understanding the essence of the processes taking place on its territory. One of these topics is the state and development of the education system. Here it is worth noting several aspects important for substantiating the problem situation and for preliminary systematic analysis of the research object.

Firstly, as a result of military operations, a considerable part of Kharkiv schools was either destroyed or damaged. This, together with the fact that the threat has not yet disappeared, led to the fact that education in Kharkiv schools is still conducted online.

Secondly, a significant part of teachers (according to our research – 40%) left either to the Kharkiv region (13,3%), or to other regions of Ukraine (15,1%), or even abroad (11,3%), which complicates the educational process, its organization, and the coordination of the work of the education system. However, so far this problem is not so urgent due to the fact that the online learning mode somewhat simplifies the situation.

Thirdly, the period of hostilities was preceded by a difficult period of COVID-isolation and pandemic quarantine. On the one hand, this "prepared" the system and teachers for emergency and stressful tests, on the other hand, it led to the fact that in Kharkiv, the fourth year is already starting for a large number of schoolchildren who do not have the opportunity to receive education normally, offline.

These processes also significantly deformed school teaching teams. Long-term lack of personal contact, active use of Internet-technologies and online-learning, stressful conditions, transformations of Ukrainian education – all this significantly influenced the idea of what school teams are like, what they can be, what exactly their qualities can influence the formation of personality the teacher

Formulating the purpose of article. In this light, as the *goal* of our work, we set a study of the characteristics of the ideal pedagogical team in the imagination of Kharkiv teachers, using the example of the Saltiv district of the city of Kharkiv in wartime conditions.

The empirical basis of our work was the study "School education in conditions of war: the case of the Saltiv district of Kharkiv", conducted in May-August 2023 by the Department of Sociology of V.N. Karazin Kharkiv Natrional University. At its field stage (which took place at the end of June 2023), 1,023 respondents from 1,416 employees of 33 schools in the Saltiv district of Kharkiv were interviewed using an online questionnaire. From each of these schools, from 53 to 86% of teachers participated in the study.

Presentation of the main research material with full justification of received scientific results. It is the analysis of what characteristics, from their point of view, the educational team should have in order to form an independent and responsible teacher's personality, is, for us as the researchers, one of the most important directions of research of the state of consciousness, practices and current life of school workers and educational administrators. In the study of the characteristics of *an ideal team*, we asked the respondents' opinions about how important certain characteristics of the team are for the formation of a teacher's independence and responsibility. It is clear that the independence and responsibility of a teacher is a self-worth of a high degree of priority, perhaps one of the highest in terms of the degree of priority in the functioning of the teaching team. Therefore it can be considered that the qualities required of the work team for this are absolute, undisputed, unconditional, and in in this sense – ideal. In fact, we can say that in the course of our research, school workers of Saltiv district offered us their *model, ideal* vision of what a school team should be – first of all, because such qualities as the independence and responsibility of a teacher are an undeniable value.

In Table 1, one can get acquainted with the opinions of school employees regarding how important our proposed characteristics are for the formation of teacher independence and responsibility – and, therefore, in this sense, what are the characteristics of the ideal teaching staff of the school. For ease of understanding, we have arranged the data according to decreasing average, and since the answer "very important" is located at the pole of the maximum rating, while the answer "not important" is at the pole of the minimum, the data is read as a list from the most important to the least important characteristics of the school team.

It is worth noting that the respondents demonstrated sufficiently *high coherence* (internal unidirectionality) and *internal consistency* of views. On average, almost all indicators except one scored above 4.0 (i.e., on average more than "rather important"), all indicators except one were between 4.1 and 4.7 (i.e. between "rather important" and "very important"), and only one characteristic – "the presence of traditions of criticism and self-criticism in the team" – scored less than 4.0 (namely – 3.88).

One cannot call the indicator 3.88 out of 5 maximum possible too low, but such a noticeable "gap" is characteristic, taking into account the fairly consensual and high assessment of all other characteristics. It is

significant that this low rating was not formed at the expense of a large share of the "opposition", because cumulatively less than 10% marked this quality as absolutely unimportant and rather not important, while other qualities – on average from 5 to 7%, that is, not much less. It was formed because of two other indicators: supporters of the "average" answer (which can also be understood as uncertainty) scored almost 20%, which is 2-10 times more than similar indicators of other characteristics, and a radically affirmative answer ("very important") gained 30% of respondents, which is 1.5-2.5 times less than the similar indicator of other characteristics. In other words, *there is no large faction of active opponents in the traditions of criticism and self-criticism, but there is a considerable number of those who are undecided about this characteristic, and there is also no consensus understanding among teachers of the importance of this characteristic* for the functioning of the collective, including in the direction of the formation of teacher's independence and responsibility (!). It looks somewhat paradoxical, but it is worth noting the subcultural and community characteristics of school teachers, their corporate unity, the specificity of their professional tasks, which somewhat explains the possible preference that teachers will give to community agreement over stormy discussions and (self)criticism.

Table 1

Answer of school workers of Saltiv district to the question: "In your opinion, how important are the following characteristics of pedagogical team for the formation of a teacher's independence and responsibility... (choose one answer option in each line)"; in absolute figures, percentages and averages

	1		2		3		4		5		Ave-rage
	N	%	N	%	N	%	N	%	N	%	
Mutual respect between teachers and students	23	2,2	32	3,1	15	1,5	134	13	830	80,3	4,66
Favorable moral and psychological climate	24	2,3	32	3,1	16	1,5	137	13,2	825	79,8	4,651
Mutual respect between teachers and school administration	24	2,3	35	3,4	14	1,4	144	13,9	817	79	4,639
Mutual respect between teachers	23	2,2	35	3,4	20	1,9	158	15,3	798	77,2	4,618
Mutual respect between students and school administration	22	2,1	33	3,2	30	2,9	196	19	753	72,8	4,572
Prevention of bullying, including cyberbullying	24	2,3	37	3,6	23	2,2	187	18,1	763	73,8	4,574
The possibility of advanced training in the desired direction for you	22	2,1	37	3,6	30	2,9	256	24,8	689	66,6	4,502
The possibility of advanced training in the format you prefer	20	1,9	39	3,8	23	2,2	292	28,2	660	63,8	4,483
Ability to relieve psychological stress of teachers	21	2	38	3,7	34	3,3	261	25,2	680	65,8	4,49
Ability to relieve psychological stress of students	25	2,4	38	3,7	32	3,1	254	24,6	685	66,2	4,485
Freedom of choice by the teacher of the form of presentation of educational material	23	2,2	39	3,8	35	3,4	260	25,1	677	65,5	4,479
Orientation to the needs of the student in education	26	2,5	37	3,6	48	4,6	315	30,5	608	58,8	4,395
The opportunity to freely express an opinion regarding the organization of the educational process at your school	25	2,4	38	3,7	51	4,9	330	31,9	590	57,1	4,375
Transparency and intensity of formal communication between colleagues	27	2,6	38	3,7	55	5,3	379	36,7	535	51,7	4,312
Willingness to support and implement suggestions and innovations coming from the teacher	25	2,4	36	3,5	63	6,1	385	37,2	525	50,8	4,305
Mutual exchange of pedagogical experience (mutual attendance of educational classes, organization of methodical seminars with further discussion, etc.)	24	2,3	42	4,1	78	7,5	365	35,3	525	50,8	4,281
Balance between freedom and responsibility in pedagogical activity	29	2,8	36	3,5	78	7,5	371	35,9	520	50,3	4,274
The ability to take the initiative in determining the content of educational disciplines	25	2,4	41	4	95	9,2	442	42,7	431	41,7	4,173
Frankness and openness of informal communications between colleagues	32	3,1	46	4,4	105	10,2	399	38,6	452	43,7	4,154
The presence of traditions of criticism and self-criticism in the team	42	4,1	57	5,5	199	19,2	421	40,7	315	30,5	3,88

(The data in the table are ordered by the value of the average indicator, in descending order. The answers are coded as follows: 1 – absolutely not important, 2 – rather not important, 3 – somewhat important, somewhat not, 4 – rather important, 5 – very important)

But even under such conditions of high consensus, coherence and consistency of the opinions of our respondents, it is indicative that as the most important, our respondents named a *group of socio-psychological characteristics of the team*, related to mutual respect, and each of them scored more than 4.5, that is, it turned out to be on average closer to "very important" than "rather important". These are four vectors of mutual respect (between teachers and students, which turned out to be the most important, between teachers and school administration, between teachers and between students and school administration), as well as a favorable moral and psychological climate and prevention of bullying, including cyberbullying. Note that here mutual respect (regardless of the "direction" of its vector) and moral-psychological climate are weakly distinguished, but significant differences are observed in the respondents' views on the inherent nature of these properties in their teaching teams, and a separate understanding of this fact will be carried out there.

As one can see, all six of the highest characteristics refer to the socio-psychological characteristics of the pedagogical collective. Generalized mutual respect, moral and psychological climate and prevention of bullying (that is, the same mutual respect, but first of all at the level of students, even if it is "established" by institutional and disciplinary means) – these are the characteristics of the team that our respondents consider the most important at the level of ideal ideas about the teaching staff.

It is also significant that among the vectors of mutual respect, mutual respect between teachers and students ranks first (and in general the absolute first), mutual respect between teachers and the administration is second. In this sense, it can be noted that teachers in one way or another indicate the vectors of relationships in the team that are most acute and relevant for them personally, and also understand that contacts between the administration and students, for example, are less intense and less important for the characteristics of the team. than others.

Also such position as "*possibility of professional development in the direction you desire*" crossed the line of 4.5 points, and " *possibility of professional development in the format desired by you*" fell a little short. This is despite the fact that, in general, indicators important for career development did not score relatively high: for example, "*willingness to support innovations on the part of the teacher*" – the sixth "from the bottom", barely "passing" 4.3. The ability to take the initiative in determining the content of academic disciplines (which is also part of career strategies) – the third from the bottom, less than 4.2. In this sense, the possibility of professional development in the desired directions and formats can be considered not only as an important characteristic, but perhaps also as an acute problem (and pointing to it as an important characteristic of the labor team – accordingly, as a signal of a difficult situation in this dimension), which deserves special attention from the management and monitoring system of the education system.

The next two (and very close on average) characteristics are the team's ability to relieve psychological stress of teachers (4.490) and students (4.485). We can interpret the importance of these characteristics as a signal that the *psychological stress of both teachers and students is an important issue today*, that stress accumulates, and that not all teams are able to remove it. And it is indicative that precisely in the conditions of long distancing (due to both coronavirus restrictions and military actions) this characteristic of the collective is valued so highly by teachers precisely in the context of the formation of teacher independence and responsibility. It turns out that, firstly, these are not purely technical characteristics from the point of view of our respondents, and secondly, they do not depend on a specific individual and his individual efforts, but are the product of collective actions.

The "third" echelon is formed by a group of indicators that can generally be called "*indicators of freedom*", and all of them are located between 4.48 and 4.15, that is, in a narrow range with a width of 0.3-0.35 points, which is 7-8% of the potential maximum range width that contains 4.00 points. The teacher's freedom to choose the form of presentation of educational material, the opportunity to freely express an opinion regarding the organization of the educational process, the readiness of the team to support the teacher's innovations (that is, in fact, the teacher's freedom to put forward these innovations), the balance between freedom and responsibility in pedagogical activity, the opportunity to take the initiative in determining the content of educational discipline (which, we note, is significantly lower compared to the freedom to choose the form of presentation) – all these characteristics of the team relate to the freedom of the teacher. And although they are somewhat lower (on average – by 0.2 on a scale with a total range of 4 points), their significance remains high: on average, it is higher than 4.1, let's recall, that is, it is higher than "rather important". Therefore, the importance of these characteristics should not be underestimated. Of course, in the current conditions, the socio-psychological characteristics of the collective and, in particular, the issue of mutual respect are much more important for teachers, but still the dimensions of freedom remain relevant.

Sometimes *technical characteristics of the collective* are "mixed" and "added" between the characteristics of freedom. Among them, the highest is orientation to the needs of the student in education (4.395), followed by transparency and intensity of formal communication between colleagues (4.312), mutual exchange of pedagogical experience (4.281), frankness and openness of informal communication between colleagues (4.154, i.e. below significance formal communications by 0.16) and the presence of traditions of criticism and self-criticism in the team (3.88, as we have already noted and analyzed above).

A comparative analysis of means was also carried out, that allowed us to see that the characteristics chosen by us show a characteristic influence.

For example, women have a significantly richer picture of the ideal team: *women rate much higher* the importance of such characteristics as moral and psychological climate (4.66 vs. 4.53), the possibility of professional development in the desired direction (4.51 vs. 4.39) and desired format (4.49 vs. 4.39), orientation to the student's learning needs (4.41 vs. 4.19), mutual respect between teachers (4.62 vs. 4.54), between teachers and the school administration (4.65 vs. 4.58), between students and school administration (4.58 vs. 4.49), prevention of bullying (4.58 vs. 4.49), ability to relieve psychological stress of students (4.50 vs. 4.34) and teachers (4.51 vs. 4.29), quality of formal communication between colleagues (4.33 vs. 4.13), mutual exchange of pedagogical experience (4.29 vs. 4.19). At the same time, *men rate slightly higher* only the importance of the team's readiness to support and implement suggestions and innovations from the teacher (4.31 vs. 4.22) and the openness of informal communications (4.21 vs. 4.14).

Bachelors and MA's by education slightly lower than other groups evaluate the importance of the balance between freedom and responsibility (4.30 against about 4.38 in other groups), but significantly higher

- a favorable moral and psychological climate (4.67 versus 4.07 for junior specialists and 3.63 for PhD's and doctors of science),

- the ability to take the initiative in determining the content of academic disciplines (4.19 against 3.7-3.9 in other categories),

- freedom of choice by the teacher of the form of presentation of educational material (4.50 against 4.12 for candidates and doctors of science and 3.85 for junior specialists),

- readiness to support and implement proposals and innovations from the teacher (4.32 against 3.75-3.8 in other categories),

- the presence of traditions of criticism and self-criticism (3.89 against 3.13 for candidates of sciences and 3.52 for junior specialists),

- the possibility of advanced training in the desired direction (4.52 against 3.9-4.0 in other categories);

- the possibility of advanced training in the desired format (4.52 against 3.93 for junior specialists and 3.75 for candidates and doctors of science);

- orientation to the student's learning needs (4.41 against 3.9-4.0 in other categories);

- the ability to freely express an opinion regarding the organization of the educational process (4.39 against approximately 3.9 in other categories);

- mutual respect between teachers (4.64 versus 4.19 for junior specialists and 3.63 for candidates and doctors of science);

- mutual respect between teachers and students (4.68 versus 4.22 for junior specialists and 4.00 for candidates and doctors of science);

- mutual respect between teachers and school administration (4.66 against 4.22 for junior specialists and 3.50 for candidates and doctors of science);

- mutual respect between students and the school administration (4.59 against 4.15 for junior specialists and 3.63 for candidates and doctors of science);

- prevention of cyberbullying (4.59 against 4.19 for junior specialists and 3.75 for candidates and doctors of science);

- ability to relieve psychological stress of students (4.50 vs. 4.04 for junior specialists and 3.88 for candidates and doctors of science) and teachers (4.51 vs. 3.93 for junior specialists and 3.63 for candidates and doctors of science) ;

- quality of formal communication (4.33 vs. 4.00 for junior specialists and 3.25 for candidates and doctors of science) and informal communication (4.16 vs. 3.93 for junior specialists and 3.31 for candidates and doctors of science);

- mutual exchange of pedagogical experience (4.29 against 3.96 for junior specialists and 3.63 for candidates and doctors of science).

Thus, bachelors and masters possess the *most saturated amount of requirements* for an ideal team, and the least saturated are candidates and doctors of science, who, however, as the preliminary analysis shows, show the *greatest skepticism* in relation to real characteristics. We tend to explain this by the high level of reflexivity and criticality of candidates and doctors of science, as well as the fact that bachelors and masters are graduates of the Ukrainian higher education system of the last two decades, and in this sense they are still young, but most of them are already settled in the education system, that is why they demonstrate both high integration into the education system and high interest in its functioning.

Among the various profile groups, the most critical are those who have undergone special pedagogical training, while the groups of those with basic pedagogical education and those with neither education nor training are sufficiently close in characteristics and by various signs demonstrate may be more or less interested in certain characteristics.

Elementary teachers do not show significant differences compared to the averages of other groups of respondents (i.e, all differences are within 0.05), as are 5-11 teachers (the largest variation is 0.08). However, teachers of the subject "Defense of Ukraine" (in wartime conditions – a special category of teachers in Ukrainian schools) demonstrate a more loaded and intensive assessment of the importance of the characteristics of an ideal team relative to virtually every characteristic of an ideal team (averages are higher by 0.2-0.3, in some cases – by 0.4, i.e. 10% of the potential range of distinctions). Also, school principals show a more loaded and intensive evaluation (on average by 0.1-0.2, according to some characteristics – by 0.3) than on average by other groups. An extremely ambivalent state of consciousness is demonstrated by practical psychologists and social pedagogues, who give higher ratings than other groups on 7 characteristics, lower than other groups – also on 7 characteristics, and on other ratings they match. Finally, teaching assistants are quite critical, showing an average of 0.1-0.2 (sometimes 0.3) lower assessment of the importance of the characteristic for the ideal team than other groups on average.

An interesting and revealing picture emerges when analyzing the dependence of the load characteristics of the ideal team depending on the current residence. We find that, on average, residents of foreign countries display a more loaded image of the ideal team (i.e., their averages are higher). Here, residents of other regions of Ukraine can only sometimes compare with them. Residents of the Kharkiv Region show the least saturated and loaded characteristics. Residents of Kharkiv are in the middle, sometimes exceeding the indicators of residents of other regions of Ukraine, sometimes inferior to them. The same picture is structurally reproduced by some other signs, which allows us to hypothesize that it is not so much a matter of their vision of the ideal characteristics of the team, but of the general mood, emotional state and other more situational characteristics of our respondents.

Conclusions and prospects for further exploration in chosen direction. Thus, in general, it can be summarized that the opinion of teachers and educational administrators of the Saltiv district regarding the importance of the characteristics of the teaching staff for the formation of a responsible and independent teacher:

- it is characterized by high saturation and topicality: almost all characteristics scored more than 4.1, only one – less than 3.9, which still remains an indicator close to "rather important" on average;

- is characterized by sufficiently stable coherence and consistency, which can be seen from the internal distribution for each characteristic: in each of them, a group of respondents who consider the characteristic very important, a slightly smaller group rather important, and three small groups who fluctuate or consider it or otherwise unimportant);

- socio-psychological characteristics, especially characteristics of mutual respect in all directions, confidently "lead" the list;

- the "second" echelon as a whole consists of professional development opportunities and the team's ability to relieve the stress of students and teachers;

- in the "third echelon" there are the characteristics of the collective, which relate to the freedom of activity of the teacher and the technical characteristics of the collective (that is, the description of the collective in terms of the opportunities it provides, in terms of possible ways of behaving in it and the tools it has, etc.).

This means that in the current conditions, it can be assumed that our respondents especially value the climate and mutual respect in the team, from which a low-stress and sensitive environment grows for them, and the issues of freedom of activity and (to a lesser extent) professional self-realization have somewhat receded to the "second plan". And, while remaining quite relevant (since, let's recall, almost all characteristics scored above 4.00), they are still inferior to the need for social and psychological comfort. Of course, this situation cannot be permanent: the improvement of the situation of school workers, in particular, in the social and psychological plan, will return to the list of pressing issues the possibility of professional development, and the freedom of professional self-realization. However, at present, the needs of school workers are "rejected" exactly to the level of basic expectations of socio-psychological comfort, adaptability, accommodation, etc. for any professional team.

Of course, the topic cannot be considered exhausted by the material presented by us. In further research, it is worth comparing the hierarchy of ideal qualities of the team with the hierarchy of real qualities, according to the opinions of the same respondents, it is worth analyzing in more detail the perception of this problem by different groups, as well as the potential latent factors of this perception. However, the available research, as we hope, has demonstrated the importance and relevance of our proposed topic for Ukrainian society and the sociology of education in today's conditions.

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ХАРКІВСЬКІ ВЧИТЕЛІ ПРО ІДЕАЛЬНУ ПЕДАГОГІЧНУ КОМАНДУ: СУПЕРЕЧНОСТІ ТА ГАРМОНІЙНІСТЬ СВІДОМОСТІ ОСВІТЯН

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У статті досліджуються стан свідомості, навчальні практики та повсякденне життя шкільних працівників та адміністраторів освіти Харкова в умовах війни на прикладі найбільшого та найбільш постраждалого з районів міста – Салтівського району. Зазначається, що на тлі значної уваги дослідників до макропроявів війни (політичних, геополітичних, економічних), стан системи освіти, особливо в прифронтових регіонах, залишається недостатньо вивченим, зважаючи на значущість цієї сиситеми для життєдіяльності громад та розуміння суспільних трансформацій. Доводиться, що досить тривале онлайн-навчання (спричинене руйнаціями шкіл, міграцією педагогів та учнів, а також наслідками пандемії) суттєво вплинуло на сприйняття педагогами сутності та функцій шкільного колективу, зокрема такої функції, як формування незалежної та відповідальної особистості вчителя. Презентуються результати емпіричного дослідження, проведеного за участі автора статті в травні-липні 2023 року співробітниками кафедри соціології соціологічного факультету Харківського національного університету імені В.Н. Каразіна. В межах дослідження було опитано 1023 респонденти з 33 шкіл Салтівського району Харкова.. Акцентується увага на тому, як харківські вчителі сприймають педагогічний колектив, у якому вони працюють, які його ключові характеристики вважають ідеальними. Доводиться, що ієрархія наданих респондентами характеристик відзначається високою внутрішньою узгодженістю (майже всі показники >4.0 за 5-бальною шкалою) та консенсусом. Підкреслюється, що найвищу значимість (середній бал >4.5) для опитаних мають такі соціально-психологічні характеристики педагогічного колективу, як взаємна повага (між усіма учасниками освітнього процесу), сприятливий морально-психологічний клімат та профілактика булінгу. Особлива увага приділяється тому, як ці характеристики сприймаються різними групами респондентів, а саме: гендерними групами, групами респондентів за місцем проживання (вчителі, які на момент опитування мешкали в Харкові, в Харківській області, в інших регіонів України, за кордоном), професійно-кваліфікаційними групами (виокремленими залежно від рівня та профілю освіти) тощо. На прикладі цього дослідження зроблено висновки щодо еволюції та специфіки стану шкіл Харкова в умовах воєнного часу.

Ключові слова: *система освіти, шкільні вчителі Харкова, педагогічний колектив, ідеальні характеристики колективу, сприйняття, оцінки, колективна свідомість.*