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INTERCULTURAL COMPETENCE OF A TEACHER AND TEACHER EDUCATION

Making sure that Europe's six million teachers have the essential competences they require in order to be effective in the classroom is one of the keys to raising levels of pupil attainment; encouraging teachers to continue developing and extending their competences is vital in a fast-changing world.

The roles of teachers and schools are changing, and so are expectations about them: teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use IT for teaching effectively, engage in evaluation and accountability processes, involve parents in schools, etc.

Intercultural competence refers to behaving and communicating effectively and appropriately in cross-cultural situations and in this context will be based on teachers' intercultural knowledge, skills and attitudes. Cultural self-awareness and the in depth understanding of value differences is crucial because leads to effective changes in one's behavior and communication style. In a number of European documents the importance of the issues concerning the competence and qualifications of teachers in the field of intercultural education are mentioned (i.e. Declaration "Intercultural Education in the New European Context" of the Council of Europe). In terms of the theory the intercultural trainings of teachers should include the theoretical concepts regarding intercultural competence, culture, cultural differences and commonalities and their effects on communication processes.

In Ukraine the formal system of supporting teachers in the field of intercultural competence does not exist nationwide. Many teachers would admit that the issues related to multiculturalism are missed in formal teacher education at the universities. Nowadays, Ukrainian higher institutions have the alternative to adapt to the educational requirements of the Bologna process.

Intercultural aspects in teacher training in general should not be something marginal or exceptional. The modern teachers must reflect on their own teaching practice in order to be able to answer key questions about how to interpret the concept of culture, what topics should be undertaken within the framework of intercultural education, what goals would be achieved. In particular the targets of the intercultural competence trainings for teachers should be:

- To acquaint teachers with innovative approaches at school and in society where, due to migration processes, societal pluralism is required,
- To enable teachers to be the bearers of school development process which guarantee the rights of a child education regardless of its linguistic, social and national background,
- To initiate multi-perspectivity when planning lessons for pupils,
- To allow teachers to gather experience.

A well-developed intercultural competence is always many-faceted, culturally and socially as well. It comprises an ability to cooperate across many boundaries, both the real and imagined. What seems inherently logic and rational to teachers might not easily be understood by pupils of other cultures. It is needed and helpful to emphasize aspects of a specific culture. Mismatches may lead to many misunderstandings and as a consequence to stress and cultural fatigue. It might not be possible to prevent every cultural fatigue. However it is important for teachers to share different experiences in order to develop a continuous alertness.

Developing intercultural competence is one of the learning goals that should be mentioned by all universities. Both schools and teacher training institutions need to be organized in such a way that it enhances an inclusive learning environment in and outside the classroom allowing for positive intercultural dialogue and learning. Awareness of how culture influences the functioning of the schools in Ukraine and in what way cultural differences have an impact on the communication between teachers and students may be the first steps to create a stimulating environment which is necessary to gain intercultural competence.

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Анотація. Макаренко О. Міжкультурна компетентність вчителя та педагогічна освіта. *Стаття присвячена важливості міжкультурної компетентності вчителя школи та викладача вищого навчального закладу в сучасних умовах освіти як складової адаптації українських навчальних закладів до освітніх вимог Болонського процесу. В статті також наведено цілі та задачі реалізації міжкультурної компетентності для педагогічної освіти.*

Ключові слова: *міжкультурна компетентність, педагогічна освіта, освіта, компетентність вчителя.*

Анотация. Макаренко Е. Межкультурная компетентность учителя и педагогическое образование. *Статья посвящена важности межкультурной компетентности учителя школы и преподавателя высшего учебного заведения в современных условиях как составной адаптации украинских учебных заведений к образовательным требованиям Болонского процесса. В статье также приводятся цели и задачи реализации межкультурной компетентности для педагогического образования.*

Ключевые слова: *межкультурная компетентность, педагогическое образование, образование, компетентность учителя.*

Summary. Makarenko O. Intercultural competence of a teacher and teacher education. *The article is devoted to the importance of intercultural competence of a teacher both at school and university at present, as a way to adapt Ukrainian higher institutions to the educational requirements of the Bologna process. The article also gives the targets and the goals of the intercultural competence trainings for teachers.*

Keywords: *intercultural competence, teacher training, education, teacher's competence.*