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## **PEDAGOGICAL CONDITIONS OF FUTURE FOREIGN LANGUAGE TEACHERS PROFESSIONAL TRAINING ON THE MULTICULTURAL APPROACH BASIS**

*Key words: professional training, multicultural approach, plurilingualism  
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In the modern world, language education has become not only an important tool for the personal consciousness formation, but also actively contributes to intercultural dialogue in conditions of dynamic changes, rapid saturation with new information and constant globalization. [3, c.12; 4]. Europeanization of language education, as one of the directions of the Ukrainian educational system development, places high demands on both teachers and students, since it is focused on training a new generation of specialists who are able to actively function in the plurilingualism and cultural exchange conditions. That is why language education of a future foreign language teacher is recognized as a priority in professional education, because the main goal of his activity is to promote the development of the student holistic personality through experience enrichment, awareness of differences between languages and cultures. [6, c. 9].

The need to train teachers in general and foreign language teachers in particular, who are able to apply the principles of a multicultural approach in the educational process and the students education, is enshrined in a number of official documents.

Intercultural education as a socio-political European strategy can be considered, on the one hand, as a education for children concept, youth and adults, aimed at developing understanding and tolerance of different cultures, races, religions, beliefs and traditions. [11, c. 62]. On the other hand, intercultural education can be considered as a set of innovative educational technologies aimed at forming cross-cultural and global new generations consciousness.

Strategic legislative and educational documents analysis of our country shows that it enshrine the multiethnicity and multiculturalism principles, and also define tasks focused on the in-depth training development of future teachers through the Ukrainian people spiritual heritage development, as well as ontological, gnostic and axiological aspects of a holistic multicultural worldview.

In the context of studying multicultural education in Ukrainian higher education institutions, domestic researchers define multicultural education as the

acquiring knowledge process about different cultures of both their own country and the world as a whole. This contributes to the general and special isolation in native and world culture, with the students' spiritual enrichment aim, the development of a tolerant attitude towards other cultures representatives, as well as the formation of skills and abilities for effective interaction in a multicultural society. [5, c. 28].

The reform of general secondary education, implemented within the framework of the NUS Concept, encourages higher education institutions of pedagogical orientation not only to focus on the transition from a knowledge-based to a competency-based paradigm, but also to adapt the structure, content and teacher training standards in accordance with European institutional documents. It means that future teachers must gain knowledge during their studies in higher education institutions that will allow them to work effectively in a multicultural environment. In particular, this concerns the necessary competencies in the intercultural education field, the use of "partnership pedagogy" and the innovative and humanistic educational space creation in a school of a multicultural society. [7].

Considering the importance of the worldview guideline indicated in this conclusion, we believe that the first pedagogical condition for organizing the professional training of future foreign language teachers based on a multicultural approach is adherence to an interdisciplinary context when revealing the methodological principles and basic concepts of the foreign theory of multiculturalism in education.

Considering multiculturalism as an integrative personal and professional quality of a modern teacher, which reflects his orientation to the ideas of sociocultural tolerance and pluralism, N. Yaksa believes that this is the basis for the formation of a more complex quality of his personality as a professional teacher - multicultural competence.

American scientist J. Banks, justifying the importance of intercultural education in the USA, was the first to initiate the training of future teachers in higher education institutions. The popularization of his ideas and views contributed to the introduction of new educational and professional programs in many US universities to train teachers to work in multicultural classes. One of the important signs of the teacher professionalism as an intercultural education organizer was the ability to resist any manifestations of racial discrimination among students, the ability to create a positive pedagogical and psychological climate for the development of critical thinking, moral education and personal growth of students, as well as the organizing educational skills and social events in the tolerance context and intercultural dialogue [1].

Multicultural competence of a foreign language teacher in pedagogical research is considered from different points of view: as tolerance to a foreign culture; as the ability to implement a dialogue between cultures; as a way to overcome social injustice and readiness to interact with representatives of different ethnocultures; as a synonym for intercultural competence, which includes a set of knowledge that contributes to understanding culture and the mechanisms of its manifestation in human behavior, and the ability to apply methods of cross-cultural analysis of

interests and motives of professional activity that contribute to familiarization with other cultures [9].

A number of “linguistic interactive” components identified by Y. Bolten and S. Ratier, which, in their opinion, should be important elements of intercultural training for future teachers. Among them:

- awareness of the cultural concepts influence on human thinking, behavior, actions, in particular communicative behavior;
- ability and willingness to accept another’s point of view (worldview);
- special knowledge about different communication styles and the ability to determine them in the process of communication;
- understanding of the basic principles of interpersonal communication;
- mastery of foreign language communication strategies, as well as methods of identifying and analyzing communicative problems taking into account cultural differences and their impact on behavior;
- use of international languages to ensure effective interaction, avoid communicative difficulties and overcome misunderstandings.

In general, researchers identify several main methods and approaches used within the framework of intercultural training for future teachers, including [2, c. 132–133]:

- a contrastive method, in which the basis is a comparison of the native culture with other, “foreign” cultures on the basis of cultural standards or political and behavior social norms;
- a distributive or instructive approach, where the key role is played by the speaker (teacher or student);
- an interactive method, which involves the active participation of students in performing certain tasks, which helps to better understand and comprehend the influence of both their own and “foreign” cultural models of behavior, perception and actions on the process of intercultural communication;
- a collaborative method based on open, project-oriented learning scenarios, among which intercultural joint projects and collective work at intercultural meetings stand out. Each of these methods, according to D. Bolten [2, c. 51–84.], includes certain exercises that are best suited for a particular type of intercultural training.

Thus, the analysis of the phenomenon of multicultural competence allowed us to identify its main functions: cultural and existential, which contributes to the perception of different mentalities reflected in ethnocultures and the historical experience of ethnic groups; value, aimed at transmitting the value concepts of different ethnocultures in the process of updating professional culture; integration, focused on preserving the identity of individual cultures and the unity of the state in multicultural conditions through laws and norms that regulate social and professional relations between people [9, c. 58].

The purpose of professional training of future teachers in pedagogical higher education institutions is to form positive motivation for educational activities, develop methodological and professional culture, as well as ensure that students master the necessary general cultural, psychological-pedagogical and special knowledge, professional skills and abilities [10, c. 33]. The result of this training is

readiness for pedagogical activity, which is manifested in professional competence. Therefore, the basis of the training future teachers system in pedagogical higher education institutions should be a competency-based approach[ 8].

At the current stage of pedagogical science development, there is an important task: to approach the complex phenomena of education and upbringing in the globalized world, to identify the features of a holistic educational process and to overcome its purely empirical perception, when the external manifestations of pedagogical phenomena are taken for their true essence.

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