

Theoretical and Methodological Features of Training Future Teachers for Activities in An Intercultural Educational Environment

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Integration processes in all spheres of life, which are accompanied, in particular, by the intensification of international cooperation and cultural mutual influence of different peoples and countries, should be recognized as a feature of the development of modern countries. The idea is that educational processes in institutions of general secondary and higher education should be aimed at realizing the unity of the world community, a sense of national self-awareness and patriotism, and be based on the values formed by the development and efforts of all people of the planet are becoming more and more popular and authentic. At the beginning of the XXI century. Intercultural education began to be perceived as education for all, that is, as an innovative and humanistic approach to the educational process, which is aimed at fostering a tolerant and empathetic attitude towards ethnic, cultural, and religious differences between individuals, peoples, and countries, and their active involvement in the dialogue of cultures.

Keywords: future teachers, an intercultural educational environment, theory and teaching methods, foreign and domestic experience

INTRODUCTION

In the conditions of significant transformations in the social, political, economic, and spiritual spheres of public life, the main task is creating a viable education system, its democratization, and humanization. This, in turn, aims to provide every citizen with opportunities for constant spiritual self-improvement, creative self-realization, and satisfaction of the individual's intellectual and cultural needs.

Ukraine is trying to enter the educational space of the European Union by introducing its ideology, standards and structures. At the same time, it strives to preserve its national principles of the process of training specialists. In the projection of the European integration perspective, Ukraine, following the European dimension of education (this concept means the ideology, content, and standards of education in the EU countries), seeks to implement the following in the system of general secondary education Ostrovska (2021), & Ostrovska (2021) & Khymynets (2007):

- bring the structure, purpose, content of education and their institutional support into compliance with European norms, standards, and legislation;
- introduce specialized training in high school and move from a cognitive, educational paradigm to an educational competence paradigm (for this, it is necessary to introduce a 12-year specialized school, change the structure and reform the content basis of education, including primary education);
- to form the foundations of civil society through education (we are primarily talking about pupils, students, teachers, their mentality, culture, democratic foundations of coexistence in a multicultural environment, etc.).

A feature of socio-economic development and the created cultural environment of Ukraine is the polyethnic and intercultural nature of society, which is caused by the presence of many cultures, national languages, different religions, customs, traditions, and ways of life. The development of Ukraine as a democratic, legal, and multicultural state involves consolidating Ukrainian society on the principles of peaceful and fruitful coexistence of various ethnic, national and social groups.

The European integration policy of Ukraine, the desire to enter the single European educational space and the rapid growth of international contacts encourage the national education system to overcome both linguistic and cultural-mental barriers between the cultures of different peoples. The Concept of NUSH, the Laws of Ukraine "On Education" (2017), "On Comprehensive General Secondary Education" (2020), and the institutional documents adopted for their implementation outline the main tasks for education policy:

- to build intercultural relations taking into account the interests of both large nations and national minorities, ethnic groups living on the territory of the country;
- to develop an intercultural educational environment in which students develop a respectful attitude towards the family, respect for national traditions and customs, state and native languages, regional and minority languages, and national values of the Ukrainian people and other peoples living in Ukraine;
- to form the subjects of the educational process of intercultural competence, the ability to function within the framework of the general culture and in other cultures in the conditions of the existing cultural, ethnic, and religious diversity.

The reform of general secondary education, initiated in the context of the Concept of the National Academy of Sciences, prompts the higher educational institutions of pedagogical direction not only to shift the emphasis from the knowledge paradigm to the competence paradigm but also to harmonize the structure, content, and standards of teacher training with the relevant European institutional documents. For the multinational regions of Ukraine, this means that future teachers, during their studies at higher education institutions, should acquire knowledge that will allow them to carry out effective educational activities in an intercultural environment. First of all, we are talking about the appropriate competencies in: the basics of intercultural education, the effective use of "partnership pedagogy," and the creation of an innovative and humanistic environment in the school of a multicultural society Ivanets (2020) & Kochennkova (2014).

FORMULATION OF THE PROBLEM

According to the Concept of NUS and the new Professional Teacher Standard, a modern pedagogue is a professional, a spiritual mentor, a master creator, and an active participant in state-building processes. It can be like this only in a reformed school where an innovative educational environment has been created, which allows cooperate with students, to create together with them, to transfer to them the cultural and national heritage and the best achievements of world culture, to form in them moral maturity and civic consciousness, to cultivate a love for the native land, one's people, to respect other peoples who live nearby. Modern multicultural society needs such a teacher who responds to social changes, is capable of creative growth and professional self-improvement, of subject-subject interaction, perception, and creation of innovative and humanistic ideas in the educational process and, thereby, of restoration and improvement of their knowledge, abilities, and skills, enrichment of pedagogical theory and practice.

In the context of education problems in an intercultural environment, one of the urgent issues is the training of future teachers in secondary schools ready to carry out effective professional and pedagogical activities in secondary schools with a multi-ethnic composition of students who function in an intercultural environment. This problem gained particular importance in recent decades when, in the context of Ukraine's European integration aspirations, a number of agreements with the European Union were adopted, which affect not only the implementation of the country's domestic and foreign economic policy, but also contribute to the implementation of the best European practices in public administration, culture, and education. and development of civil society.

The Ukrainian European integration plan can be most optimally implemented through the formation of an understanding of the modern world's development patterns and the combination of one's own identity with the cultures of other European nations. This is possible thanks to the development of educational, cognitive interest, openness, dialogue, and tolerance in relations between people of different cultures. In this regard, education faces the following tasks: studying and returning to one's national heritage; studying, recognizing, and respect for the differences between peoples and their cultures; formation of awareness of the equality of all cultures, religions, and peoples; formation of tolerance in relations between peoples of different cultures. The task of intercultural education consists in forming in those who are studying an understanding of personal and collective attitudes to the cultural differences of other peoples, and the ability to coexist and cooperate despite all the differences. The priority for every educational institution in an intercultural environment should be the organization of educational activities without bias and national stereotypes the conscious value of the cultural heritage of all peoples of the world. The national education system, based on the fundamental principles of human rights and freedoms, taking into account the main tasks of the Concept of the National Academy of Sciences, focuses its attention on equipping citizens with professional and general competencies necessary for participation in society at all levels, fosters respect for diversity in beliefs and practical actions, plays an essential role in the fight against violence, racism, aggression, and intolerance.

ANALYSIS OF RECENT RESEARCH AND PUBLICATION

Scientists pay considerable attention to determining the content and ways of forming the culture of polyethnic relations among student youth (A. Absalyamov, Ya. Dovgopolova), international communication (N. Asypova), the formation of ethnocultural (O. Gurenko) and multicultural (L. Danilova) competences in teachers, teachers' readiness for professional activity in the conditions of an intercultural environment (L. Honcharenko, V. Kuzmenko). A significant number of dissertation studies are devoted to the problems of intercultural education of students (V. Boychenko, E. Bubnov, L. Volyk, etc. Absalyamova (2007) & Akaemova (2008) & Asanova (2014) & Dovgopolova (2007). These scientists interpret the concept of intercultural competence as a set of knowledge and skills that allow to assess the peculiarities of the intercultural communicative situation and to choose adequate linguistic and non-verbal means to avoid intercultural misunderstandings and achieve communicative intent. In other words, the formed intercultural competence allows a person to realize himself in intercultural dialogue, that is, it is an essential (if not the most important) prerequisite for successful (resultative) intercultural communication Bacevich (2007).

THE PURPOSE OF THE ARTICLE

To carry out such an educational process, fundamental in purpose and new in content, today in many countries, particularly in the multi-ethnic regions of Ukraine, there is a shortage of specially trained pedagogical personnel, primarily language specialists. The peculiarities of professional training of foreign language teachers and primary school teachers for educational activities in a multicultural environment are most fully disclosed in Ukrainian pedagogical literature. This is because the modern Ukrainian multicultural society, in the conditions of globalization, intensive migration processes, and European socio-economic and educational integration, intensively acquires the characteristics of an intercultural society. At the same time, the aspect of the problem related primarily to the professional training of a new generation of foreign

language teachers is significantly updated by Bulgakov (2015). The importance of the professional development of future foreign language teachers is meant not only as pro-European specialists - mediators of cultures in the field of educational intercultural communication but also as researchers, designers, organizers, dispatchers, and managers of intercultural foreign language education by forming their pedagogical professionalism in the specified areas of activity.

PRESENTATION OF THE MAIN MATERIAL

State national program "Education" (Ukraine XXI century) the main ways of reviving the national education system are identified, among which priority is given to constant spiritual self-improvement, creative self-realization, satisfaction of the intellectual and cultural needs of the individual, increasing the professionalism of pedagogical personnel, forming the ability of teachers to dynamically respond to the demands of public life, ensuring their mastery of advanced educational technologies that contribute comprehensive development of the student's personality. Delineation of these prospects and new tasks of education require modernization of the activities of higher pedagogical educational institutions. In the National Doctrine of Education Development (2002), the state program "Teacher" (2002) and industry regulations and documents, the essential components of changes in the educational space of Ukraine are identified as teachers, whose professional activity is in the conditions of revision of the content of education, changes in traditional approaches to the organization of educational the process of innovation, the search for variable forms and methods of work, the emergence of alternative educational institutions, acquires an innovative character. Turning to the ideas of humanistic development of the individual, the transition from the accumulation of knowledge as a self-sufficient process to the education of the ability to operate with the acquired knowledge, from incomplete to continuous education, from the frontal organization of education to the individual, requires the training of a new generation teacher. The social need for proactive, authoritative, comprehensively educated specialists capable of further development and self-education, spiritual and of professional improvement, actualizes the social order for the training of teachers of a new generation, capable of applying the latest achievements of pedagogical theory and practice in the process of creative self-realization, building a personal dialogue with students. The new concept of higher education envisages the formation of students' ability to learn independently, consciously, and responsibly, as well as the creation in educational institutions of the necessary conditions for the formation of student's creative abilities, the upbringing of a personality capable of self-development as during studies in higher education, as well as in further professional activity. This causes the need for a scientifically based design of training young people for professional-pedagogical activities and directs researchers to search for effective ways to improve the training of specialists in a higher educational institution to create conditions that stimulate the professional growth of students.

The scientific and technical progress of the late 20th and early 21st centuries led to the technologicalization of not only many branches of production but also confidently entered the sphere of culture and humanitarian fields of knowledge. Today, the term "technology" is also used in education. At the same time, the growing demands for professional teacher training require qualitatively new theoretical and systematic approaches to the training of student youth, which will allow them to, under the conditions of a higher pedagogical educational institution, master not only the basics of science and professional skills and abilities, but also new pedagogical achievements, innovative technologies. Mastering innovative pedagogical technologies by bachelors, specialists, and masters will help them organically join pedagogical activities and immediately start the practical application of scientific knowledge at school.

To implement the leading directions of the national development education system, achieving professional and pedagogical mobility teacher training, along with the development of a new educational philosophy and paradigm, the search for variable systems and models, innovative technologies, and methods of professional training of pedagogical personnel of the modern generation at the level of educational standards and achievements of civilization is underway.

Foreign Experience

The American scientist J. Banks, justifying the expediency of intercultural education in the USA, was the first to start the appropriate training of future teachers in secondary schools. The popularization of the ideas of J. Banks and his supporters led to the introduction of new educational and professional programs in many US universities to prepare future teachers to work in multicultural classrooms Banks, (1979). The readiness to overcome any manifestations of racial discrimination of students, the ability to create a favorable pedagogical and psychological climate for the mental and moral education of the individual, the development of his critical thinking, skills in designing and conducting educational and social - public events in the spirit of tolerance and intercultural dialogue Banks, J. & Lynch, J. (1986).

As A. Scheitz notes, studying foreign languages is one of the most priority areas of intercultural education in German institutions of higher education. At the same time, students of any specialty, including pedagogy, also have particular opportunities to study the theory and practice of intercultural communication as basic or additional subjects Rost-Roth, (2003). In particular, at F. Schiller University in Jena, students study business and economic intercultural communication in depth; at the University of Dusseldorf, where the Institute of Intercultural Communication was one of the first in Germany to be opened, the main focus is on the practical aspect of intercultural communication, devoting more time to intercultural pieces of training, role-plays, and seminars affecting the sphere of international relations and business; at the University of Cologne and the University of Chemnitz, various aspects of intercultural communication are taught in the context of migration issues, as well as issues of intercultural education of refugees and migrants. At the same time, the central aspect of intercultural education for all students, especially future teachers of foreign languages, is the study of the specifics of interaction with representatives of other cultures - their future colleagues, employers, or clients. A key aspect of such pieces of training and seminars is the involvement of German and foreign university students. Such an action allows representatives of different cultures to directly interact with each other within the framework of games and pieces of training, to learn to see the similarities and differences of cultures, as well as to discuss the most critical issues related to problems and misunderstandings in the field of intercultural communication.

An exchange semester is mandatory for many students in the pedagogical training field. Studying abroad is an integral part of their intercultural education in Germany, especially for future foreign language teachers. The opportunity to intern at a partner university allows not only to improve knowledge of a foreign language, but also to more deeply and comprehensively study the culture of the countries "from the inside", whose language is studied Rost-Roth, (2003).

In addition, in the large universities of Göttingen, Hamburg and Munich, there are scientific and educational directions under the general name "Interkulturelles Lernen" ("Intercultural learning"), which deal with issues of intercultural communication and its didactic aspects. The curricula of this direction of student training provided for the study of issues related to ways to overcome linguistic problems in the education system within the concept of "migrant pedagogy", the essence of which is the organization of adaptation of foreign children through education. Future teachers are involved in researching and mastering ways of working with migrant students, taking into account two contexts: the integration of foreign children into the culture of Germany as a host country, organization of work to support cultural and linguistic ties with the country of origin of migrants.

German specialists in the field of intercultural communication (Y. Bolten, E. Bosse, M. Dati, E-U. Kinast, S. Ratje, etc.) are one of the most important means of training teachers for intercultural education, as N. Podkoviroff notes in his dissertation research Podkoviroff, (2019), consider intercultural training to be an effective means of developing several skills, primarily intercultural. In particular, Y. Bolten and S. Ratje singled out several "language interactive" components, which, in their opinion, should be integral components of the intercultural training of future teachers, including:

- awareness of the dependence of human thinking, behavior, and way of acting, especially communicative behavior, on cultural concepts;
- the ability and willingness to accept someone else's perspective (worldview);
- knowledge of the parameters based on which cultures are distinguished and compared;

- special knowledge of different communication styles and the ability to identify such styles in communication;
- the ability to explain the phenomena of communicative action and behavior with the help of the cultural determinants embedded in them;
- understanding of the basic principles of interpersonal communication;
- mastering foreign language communication strategies, as well as strategies for identifying and analyzing communication problems based on knowledge about cultural differences and their impact on people's behavior and actions;
- use of languages for international communication, ensuring the best conditions of interaction with the help of language tools, avoiding communication problems, and overcoming misunderstandings.

At the same time, the preparation of future foreign language teachers for intercultural foreign language education, according to the position of German scientists M. Dati and E-U. Kinast should be inextricably linked with "acquaintance with the diversity of lifestyles", thoughts, and "ideas about people from different cultural circles." This requires their active involvement in pedagogical activities aimed at implementing ideas and norms of coexistence of people of different cultural origins, which will contribute to:

- awareness of their identity and openness (getting to know "oneself" through the ability to evaluate oneself, one's behavior and actions, the ability to see one's prejudices concerning others and the ability to overcome them);
- systematization of knowledge on human rights and the foundations of democracy;
- acquiring the ability to fearlessly enter and find contact with representatives of "foreign" cultures;
- getting to know the values, norms, and behavioral characteristics of representatives of other cultures;
- development of intercultural sensitivity and empathy.

The key difference in intercultural training, according to leading German scientists in the field of intercultural communication, is:

- the presence of an intercultural component that contributes to the development of intercultural competence;
- application of scientifically based concepts of intercultural communication at the level of practice;
- exchange of knowledge, skills, and own experience of intercultural communication within the framework of group work;
- Certain characteristic features, which include *complexity* (the educational goal of the training is not limited to one specific aspect), *active character* (future teachers must show independence and activity in intercultural training); *systematicity* (individual training exercises should be coordinated with each other and with the topic of study), *reliance on realism* (exercises should be aimed at obtaining knowledge and experience of actions in specific situations of intercultural communication) Pai (1990) & Rost-Roth, (2003).

In general, German scientists identify a number of basic methods and approaches that are used in the framework of intercultural training of future teachers:

- A contrastive method, in which one's own culture is taken as a basis, and its comparison with other "foreign" cultures is carried out based on cultural standards or political and social norms of behavior;
- distributive or instructional approach, in which the speaker (teacher, student) takes the leading role, acting as a "mediator" in the process of mastering knowledge;
- an interactive method based on the need for students to perform specific actions allows them to better understand and understand the impact of their own and "other" cultural patterns of behavior, perception, and actions on intercultural communication situations. At the same time, possible misunderstandings and problems are analyzed, as well as strategies to overcome them in the field of intercultural education are worked out;

- a collaborative method based on open, project-oriented learning scenarios, which, above all, include intercultural joint projects and joint work within intercultural frameworks.

Each of the mentioned methods, according to D. Bolten's position, has a set of certain exercises that are best suited to a specific type of intercultural training. According to the scientist, the most appropriate for cross-cultural informative training of future teachers is the analysis of cross-cultural assimilators, seminars on the theory of intercultural communication and intercultural psychology, educational videos and their analysis, and analysis of individual cases.

According to the German scientist P. Kanel, one of the most effective methods of preparing future foreign language teachers for intercultural education is an intercultural role-playing game, the purpose of which is to teach them to make the right pedagogical decisions as well as adequately respond to the actions of other players, interact with each other in various situations of intercultural communication. Intercultural role-playing, the scientist notes, mainly focuses on a specific problem. At the same time, its key feature is the free expression of opinions and free speech of the participants, who, are included in the situation of establishing intercultural contacts, intercultural misunderstandings and conflicts. They become more familiar with the peculiarities and norms of behavior of representatives of different cultures, learn understanding and empathy, and effectively develop their own intercultural communicative foreign language skills since the course of the game and communication between the participants is carried out in a foreign language.

Another effective method of developing intercultural foreign language skills of future foreign language teachers, according to C. Mayer as, a specialist in intercultural conflict resolution, is an intercultural simulation, which is an imitation of situations of intercultural interaction, as a rule, critical ones. At the same time, the participants, simulating such a situation of intercultural communication, act as representatives of different cultures, observing their cultural norms. The critical task of the participants is to perform a specific task that requires contact and cooperation with players who act as representatives of other cultures. This happens with the help of instructions drawn up by the teacher or the participants themselves for roles that contain data about basic values, morals, and a system of norms and typical behavior of representatives of a particular culture.

Domestic Experience

The analysis of domestic theory and practice proves that the preparation of future foreign language teachers for intercultural education has not yet become the leading strategy and trajectory of the development of their multicultural linguistic personality as pro-European professionals capable of effectively carrying out their pedagogical activities in the changed conditions of a multicultural educational environment. One of the main factors holding back progress in the specified direction is the insufficient readiness of foreign language teachers for intercultural education, that is, for taking into account in their professional activities new social challenges that arise along with the growth of integration trends in world development Podkovirot (2019) & Strelets (2013).

According to recent sociological surveys, almost 70% of Ukrainian citizens have never traveled abroad and had no direct contact with representatives of other cultures in a foreign-speaking environment. At the same time, Ukraine, as a country facing the possibility of joining the European Union, progress in the direction of strengthening the readiness of its citizens for direct contact with representatives of different cultures and other lifestyles in conditions of dialogue and mutual respect is of primary importance. Against such a general sociopolitical background, the social and professional responsibility of foreign language teachers as intercultural mediators, who should acquaint children with the linguistic and cultural diversity of the world, open their consciousness to the knowledge of other cultural realities, traditions, behavioral models and values, as well as designers, organizers, dispatchers, and managers of the appropriate intercultural foreign language education of students.

However, the issue of compliance of the professional training of future and current foreign language teachers with modern social challenges related to the development of intercultural competence of students in the context of the European perspective of the development of intercultural education, as noted by well-known Ukrainian scientists (N. Bidyuk, O. Gabelko, O. Kanibolotska, T. Kolbin, N. Kolesnychenko, S.

Nikolayeva, Ya. Chernyonkov, S. Shandruk), has not yet received sufficient coverage in Ukraine in the literature and authentic practice of university pedagogical education Ostrovsky (2021) & Podkoviroff (2019). According to the Podkoviroff (2019), the ongoing research focuses mainly on developing the sociocultural competence of future foreign language teachers from the point of view of monocultural reflection in the language of the country's cultural features to which this language is native. Instead, the realities of the modern world, as argued by O. Gabelko and T. Kolbin, prove the importance of forming multicultural awareness and intercultural competence in them utilizing professional training. The latter in the conditions of the educational process is associated with the familiarization of students during the study of a foreign language with the cultures not only of the countries whose language is being studied but also with other cultures whose representatives can communicate in the language being studied and, accordingly, with the use of communicative situations, which illustrate intercultural communicative discourse with the participation of non-native speakers of the language being studied Bulgakov, (2015).

It should be noted that recently the problems mentioned above have increasingly attracted the attention of Ukrainian scientists who study the relationship between the educational activities of a foreign language teacher and intercultural communication (I. Bakhov, L. Goncharenko, O. Kanibolotska, N. Yankina and others) Honcharenko (2009) & Honcharenko (2006) , the peculiarities of the use of their intercultural learning tools in the modern realities of the multi-ethnic Ukrainian society (G. Altukhova, R. Bulgakov, L. Golik, A. Solodka Dolzhenko (2006) and the formation of intercultural competence (O. Gabelko, T. Kolbina , S. Radul, etc.) Dovgoplova (2007) and multicultural (R. Bulgakov, N. Kolesnychenko, O. Tsokur, etc.) Artemenko (2017) education of future teachers of foreign languages. The researches of these scientists prove that, firstly, in modern Ukrainian pedagogy, there is no clear distinction of such new terms as: "multicultural education", "multicultural education", "cross-cultural education" and "intercultural education", as well as "multicultural education" and "intercultural education". Secondly, in most modern textbooks on pedagogical disciplines, including methods of teaching a foreign language, the defined terms and corresponding theoretical concepts are absent at all.

At the same time, the fundamentality of foreign language teacher training, as S. Nikolayeva notes, is provided not only by the depth of his knowledge of the essence and patterns of development of the field of school foreign language education as a socio-cultural phenomenon but also by the ability to understand the valuable meaning of pedagogical and linguistic didactic knowledge. The latter allows one to choose, interpret and independently construct the content of one's pedagogical activity on teaching a foreign language, taking into account the new challenges of a multicultural society in the conditions of globalization, internalization of migration, and European educational integration Vorotniak (2008).

Among the publications of domestic authors on the subject of special training of a foreign language teacher for educational activities in a multicultural environment, the research of T. Hrushevytska should be singled out, in which the essence of the concept of "pedagogical professionalism of future teachers of humanitarian subjects in the field of intercultural education" is interpreted as Hrushevytskaya (2003):

- an integral characteristic of their personality and activity as effective European specialists due to the appropriation of humanistic value orientations and the mastery of high moral and ethical ideals, the thoroughness of acquired social and subject competencies, the ability for a democratic style of interpersonal interaction, the ability to flexibly apply modern interactive technologies and appropriate means of intercultural training in teaching foreign language students as representatives of different cultures, thanks to the activation of their own constructive-creative and organizational-communicative potential in the conditions of a multicultural foreign-language educational environment;
- the structure of the pedagogical professionalism of future foreign language teachers in the field of intercultural education, which functions as part of four leading aspects: personal-motivational, social-psychological, subject-content, functional-technological and is diagnosed according to certain criteria (humanistic orientation, European image, professional competence, pedagogical skills) and indicators, including peacefulness and empathy, multiculturalism and intercultural tolerance, intercultural and linguistic didactic competences, constructive-creative and organizational-communicative potential;

- an idea of the essence, orientation, and didactic-developmental potential of intercultural foreign language education as a pedagogical means of spiritual enrichment of its participants based on countering ethnocentrism and discrimination, timely removal of socio-cultural and language barriers when interacting with representatives of native and other cultures, prevention and constructive regulation of interpersonal and intercultural conflicts;
- the theory of the formation of pedagogical professionalism of future teachers due to enrichment with a model of their professional training for intercultural education.

CONCLUSIONS

Thus, the above indicates that in the most developed countries of the EU, the professional training of future foreign language teachers for intercultural education occupies a prominent place. The latter is based on exchanges between learning subjects, leadership management of this process by designing intercultural game situations, constructive solution of situational problems, teaching methods of destroying language and religious barriers that reveal identities, and identities and emphasize differences, categorizing the personal needs of participants with different countries. Because of this, future foreign language teachers, mastering the leading means and technologies of intercultural education already during university training, can practically implement important pedagogical tasks in the field of school foreign language education, contributing to the formation of intercultural sensitivity, tolerance and competence of students by fostering respect for the values of other cultures, ensuring prevention of ethnophobia and xenophobia based on inculcating skills of intercultural interaction and cooperation among students of different nationalities, races and cultures, other life values and confessions.

Therefore, the results of the research of Ukrainian scientists testify to the scientific novelty and relevance of the problem of professional training of future foreign language teachers for intercultural education as multicultural linguistic personalities and mediators of cultures in the field of intercultural communication and school foreign language education, and its social significance. At the same time, they are unanimous in their opinion that the new realities of the development of the European educational environment based on an intercultural approach significantly problematize the aspect of domestic research devoted to the development of alternative models of the organization of professional training of future teachers of foreign languages for intercultural education, in particular for effective educational and educational activities in conditions of multicultural and polyethnic Ukrainian society. The experience of training future teachers of foreign languages for intercultural education in the EU countries (created curricula, developed technologies and methods, means and features of business and economic intercultural communication, cultural enrichment of its participants, etc.) can be used in the preparation of teachers of Ukrainian language and literature for activities in intercultural educational environment of Ukraine.

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