

The Concept of Professional Training of Future Teachers of the Ukrainian Language and Literature for Innovative Activities in an Intercultural Educational Environment

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In today's open and globalized world, the preparation of future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment in the system of graduate professional education of higher education institutions should include not only the inclusion of pedagogical concepts of intercultural education in the educational process but also the creation of a special structure of innovative education with a change in the nature of professional preparation, implementation of the principle of continuity in the educational process, ensuring the interconnection of educational disciplines, optimization of curricula and educational and professional programs, taking into account the requirements of the Concept of National Academy of Sciences and the new professional standard of teachers of general secondary education institutions. We are aware of all the complexity and ambiguity in the assessment of intercultural processes, but we believe that the new ideas of education and higher and secondary schools of tomorrow concern not only a significant number of scientists and practitioners among educators, but also all those who teach, or study, and precisely, therefore, have a future.

Keywords: professional training of future teachers, teacher of Ukrainian language and literature, innovative activity, intercultural educational environment

INTRODUCTION

Pedagogical content of IOD involves the synthesis of necessary, conscious, and purposeful relationships, determined by the goal of creating an innovative and humanistic environment of a specific educational institution and the conscious optimization of social educational influences in the pedagogical aspect. Such processes are a reflection of the objective trends of social development and require specially defined content and organizational technologies in the program of educational step-by-step progress aimed at the harmonious development of the teacher's personality. It should be realized that modern society is constantly and dynamically changing, and pedagogical institutions of higher education should respond

accordingly to this process. Therefore, the preparation of the future teacher of the Ukrainian language and literature in the higher education institutions of Ukraine for professional activity in an intercultural educational environment should be considered in a broad social and specifically pedagogical discourse, taking into account the experience of the EU countries and the requirements of the future.

One of the leading approaches to the training of future teachers of the Ukrainian language and literature is an innovative approach that reflects the implementation of a new model of students' educational activity: "education through innovation" when innovation is not only an additional type of activity but integrated into the educational process and perceived as the main mechanism formation of an individual trajectory of professional formation and further development of the teacher's personality for the new Ukrainian school.

It is worth realizing that the reform of national education, which is carried out within the framework of the Concept of the National Academy of Sciences, will achieve its strategic goal only when its modernization acquires the features of an evolutionary and predictive process, which, on the one hand, relies on the positive achievements of national science and practice, and the other, adequately responds to requests and trends of the entire social development.

FORMULATION OF THE PROBLEM

The desire to optimize the training of future teachers of the Ukrainian language and literature for professional activities in the intercultural educational environment of general secondary education institutions determines the creation of the IOD system. We proceed from the fact that the IOD of teachers of the Ukrainian language and literature in an intercultural educational environment should be considered as a component of the integral training of future teachers in higher education institutions, which should always be a system Akusok (2009), Kutsevol (2006), Semenog (2005), Cherednychenko (2010). In search of opportunities to update the scientific and methodological principles of the process preparation of future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment is based on the understanding that:

- firstly, in a globalized, competitive and dynamically changing world, the task of developing and implementing innovative approaches in the system of training a new generation of teachers as leaders of the modern understanding of the development of the intercultural world, its spiritual wealth, and humanistic values is becoming urgent.
- secondly, in the context of the European integration policy of Ukraine, the European strategy of continuous education, and the European dimension of education, it is appropriate to orient the modern teacher to continuous self-improvement and self-education based on innovative and humanistic educational values and target determinants, ensuring their competitiveness on the labor market in an intercultural environment;
- thirdly, in the realities of the political situation in the multicultural environment of Ukraine, the question of the implementation of intercultural pedagogical education in higher education institutions, which accumulates the principles of democratization, integration, humanization, and humanitarianization, is now gaining relevance;
- fourthly, the majority of educational and scientific-methodical materials used in the educational process of higher education institutions are characterized by a monocultural orientation, while modern European society sets the task of higher education to educate a comprehensively developed personality of a teacher, prepared for professional activity and life in an intercultural world.

ANALYSIS OF RECENT RESEARCH AND PUBLICATION

The analysis of research shows that the basics of intercultural education in the professional training of future teachers have been studied thoroughly Antonyuk (2003), Arkusinska (2004), but the definition and justification of the provisions of the integral concept of pedagogical influence on the preparation of future

teachers of the Ukrainian language and literature for intercultural educational activities have not yet been comprehensively and fundamentally studied.

In the most general case, a scientific concept (from the Latin *conceptio* - understanding, system of views, interpretation of any phenomena, the main point of view, etc.) is considered as an ideological and substantively coherent, reasoned, consistent and complete exposition of the original scientific theory in an expanded form. When developing the concept, it should be assumed that the preparation of future teachers of the Ukrainian language and literature for intercultural education takes place in the process of their professional training, during their studies at pedagogical higher education institutions. The integrated system of professional training of the future teacher of the Ukrainian language and literature is built based on the organic unity of general, special, and individual (personal) concepts. The general concept is a component of the general pedagogical training of the future teacher, aimed at the effective performance of professional functions, and mastery of all types of professional activity; special - has its specifics, determined by the features of the teacher's IOD; individual - reflects the dependence of training on the personal qualities of the teacher and in development is aimed at preparing for professional self-realization and self-actualization of the teacher throughout his life Podkoviroff (2019).

Based on the analysis of scientific sources and our research, we conclude that the preparation of future teachers of the Ukrainian language and literature for IOD in an intercultural educational environment is a purposeful and complex process, which involves the acquisition by the student of systematized knowledge, skills, pedagogical values, and professionally significant qualities to gain practical experience in matters of intercultural subject-subject interaction Adabasheva (2011), Arkusinska (2004), Ostrovsky (2022).

THE PURPOSE OF THE ARTICLE

This article is an attempt:

- to carry out a retrospective analysis of national experience professional training of teachers of Ukrainian language and literature;
- to analyze modern foreign training technologies for future lexicographers and the possibility of their transformation in Ukrainian higher education institution;
- to study the state of training of students of Ukrainian faculties of philology in pedagogical universities;
- based on theoretical analysis and empirical generalization experience to develop a model of the professional training system for future lexicographers and experimentally check the pedagogical conditions for its consistent implementation at different levels of education;
- to identify promising areas of linguistic improvement, literary studies, Ukrainian studies, methodical, psycho-pedagogical training of philology students;
- describe the role of scientific research activity, educational and pedagogical practices in the professional paradigm of future teachers of the Ukrainian language and literature, to determine the ways their improve;
- to develop, theoretically substantiate, and test educational and methodological support for the training of teachers of the Ukrainian language and literature,

PRESENTATION OF THE MAIN MATERIAL

The goal of general pedagogical training, according to the research of many scientists (A. Boyko, V. Bondarya, I. Zyazyun, O. Pehota, S. Sysoeva, L. Khomych, P. Shcherbanya, and others), is to ensure that a graduate of secondary education is ready not only to professional activity in the defined role of a teacher but also to activity in a much wider plane, the boundaries of which refer to the concept of "a person in an intercultural society". Such a fundamental goal can be realized only through the modernization of the organization and continuous improvement of the educational process. The goal of training future teachers of the Ukrainian language and literature in the context of our study is the formation of students' professional readiness for IOD in an intercultural educational environment Artemenko (2017).

N. Yakovleva (2002), based on the analysis of the experience of creating scientific concepts in general and pedagogical concepts in particular, proposed a generalized structure of the pedagogical concept. The author notes that the presentation of the pedagogical concept according to the proposed structure gives it integrity, ensures the complexity of the author's conclusions, brings the necessary qualities of logical coherence, consistency, clarity, and completeness, and clearly defines the scope of effective application. Insufficient attention to any of the selected components reduces the quality of the pedagogical concept and complicates its further development and use.

In the future, the concept of pedagogical influence on the process of training future teachers of the Ukrainian language and literature in higher education institutions for professional activity in an intercultural educational environment will be interpreted as a system of the author's basic provisions that determine the strategy of building the researched process. The methodological basis and semantic basis of the proposed concept will be the recognition of the personality of the future teacher of the Ukrainian language and literature as a subject of pedagogical interaction and a set of special and fundamental interrelated principles:

- integrity and systematicity (directedness of the educational process to the effective development and ability of the future teacher of the Ukrainian language and literature to engage in educational activities in an intercultural environment);
- harmony (multidimensional development of the future teacher's personality);
- integration of science and the content of professional education (organic combination of the content of professional training with research work);
- anticipatory development (intercultural educational activity as a factor in the preparation of future teachers in higher education institutions for mobility and competitiveness in the labor market);
- compensatory (expanding students' knowledge, enriching the content of professional disciplines with educational material of an intercultural orientation with an orientation to the continuity of education);
- innovativeness (targeted introduction of changes in the organization of the educational process of future teachers of the Ukrainian language and literature through innovative technologies, methods, and forms of teaching);
- individual educational trajectory (the student's right to choose his scientific research, gradual transition of education from initial levels to more complex, creative ones);
- cultural compatibility (development of the scientific and creative potential of the student's personality to join the sphere of moral and spiritual values of intercultural society).

The proposed systematization of the basic provisions is based on a comprehensive approach to the problem of training future teachers of the Ukrainian language and literature for IOD in an intercultural educational environment, which allows realizing the interdependence and interconnection, the place and role of the principles as a whole system. According to our hypothesis, the proposed concept of pedagogical influence on the process of training future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment is based on a systematic approach to the study of pedagogical phenomena and processes, which makes it possible to ensure the effectiveness of educational work aimed at the intellectual and creative development of the individual, its adaptation to the dynamically changing world and the competitive labor market, the formation of the scientific worldview of future teachers and the mastering of methods of scientific thinking, innovative activity, the formation of the experience of intercultural education.

It is proposed to implement this systematically and fundamentally in pedagogical higher education institutions as follows:

- to update educational pedagogical technologies due to the introduction of innovative, primarily new ICT (STEM education, immersion technologies, etc.), which contribute to the development of future teachers' active cognitive need, independence and search activity, reflection;

- to update the forms of interaction between students and teachers, transferring them to the plane of “subject-subject interaction” and introducing active and interactive, personally oriented innovative learning technologies;
- to create an effective service of scientific and methodological support for the training of future primary school teachers for the use of innovative technologies;
- to provide teachers and students of higher education institutions with appropriate textbooks, educational and methodological guides, and other literature on the issues of IOD and the use of innovative technologies.

Most of the specified forms relate directly to the process of teaching pedagogical disciplines with the use of innovative educational technologies Ostrovska (2021), Ostrovska (2021). Scientists have identified modern trends in the development of general pedagogical training for future teachers of primary and secondary schools, including teachers of the Ukrainian language and literature, taking into account the European integration aspirations of Ukraine, and the political and socio-economic situation within the country. The main directions of the educational reform include the formation of a graded system of training future teachers; humanization and democratization of the specialist training system; improvement of training plans for future teachers; transition from informative learning methods to research-based learning; improvement of the system of independent work of students; development of professional qualities; individualization and differentiation of professional training; development of pedagogical thinking; an optimal combination of traditional forms and methods of teaching students with innovative ones; professional orientation of education; improvement of the control system of the educational process of training specialists.

In our opinion, one of the factors affecting the above-mentioned process of training Ukrainian language teachers for professional activity in an intercultural educational environment is a change in the priority goals of professional and pedagogical education. The researches of V. Andrushchenko convincingly show that “...the center of the modern paradigm is education, which develops as a response to the challenges of civilization and at the same time as a response to the needs of man to find his place and opportunities for self-realization in the new global space.” According to the scientist, education, its organization, directions of development, content, and educational technologies are at the center of discussions that have unfolded today in the world’s intellectual environment. We are talking about the development of a new philosophy of education - education that would ensure a comfortable human existence in the 21st century, and for this, it is necessary to move to a new pedagogical policy, to the specific practice of training a new teacher in higher education Andrushchenko (2006). In this context, the priority is the need to develop the scientific and methodological foundations of the new theory and practice of professional training of future teachers, in which one of the central places will be the development of a multicultural society Ostrovsky & Ostrovska (2021).

Democratization of education means creating prerequisites for the development of activity, initiative, and creativity in all subjects of the educational process. The modernization of education, the transition from a knowledge paradigm to a competence paradigm, from informative to active learning methods includes elements of problem-solving, scientific research, and extensive use of independent work, involves the abandonment of strictly regulated and controlling methods of organizing the educational process in favor of developmental ones that stimulate the activity and creativity of the individual, educate she can introduce innovative technologies and the process of lifelong learning. The innovative and humanistic orientation of education involves defining the personality of all subjects of the educational process as the highest value of society. Individualization of the educational process is aimed at the implementation of a personally oriented approach in education. To successfully implement the specified characteristics, a future teacher of Ukrainian language and literature must be prepared and able to build his trajectory of personal development already during his studies at a higher education institution. It is extremely important that the future teacher of the Ukrainian language and literature, during his studies at the higher education institution, not only becomes motivated to teach but also perfectly masters the basics of intercultural education, partnership pedagogy, effective interaction with the student’s family and an asset of the territorial community to which he belongs school Ostrovsky (2021).

Given modern trends, a decisive moment for the educational policy of Ukraine is qualitatively new requirements for higher education in the pedagogical direction: the transition from the understanding of the education system as a field of relaying knowledge to a field of perspective development; transformation of quantitative indicators of educational services into qualitative ones; updating the content of professional and pedagogical education; application of new possibilities of modern ICT and multimedia technologies; new quality of teaching staff; development of an effective forecasting mechanism and state order for personnel training. There is a need “to change the strategic, global goals of education, to shift the emphasis from the specialist’s knowledge to his human personal qualities, which are both the goal and the means of his preparation for future professional activity. This approach applies to any specialist” Zyazyun (2003) and we will add, first of all, teachers of humanitarian disciplines and, first of all, future teachers of the Ukrainian language and literature, who are being prepared for professional activity in an intercultural educational environment. We proceed from the fact that the main dominant factor in the effective professional training of future teachers of the Ukrainian language and literature for professional activity should be the implementation of the new mission of the teacher of higher education in the context of educational trends and moral and spiritual values of an intercultural society. From the main source of knowledge and new information, the teacher of secondary education evolves into a mentor and adviser of the future teacher in the selection of available sources of information, acquiring the ability to evaluate and analyze the received information. Nowadays, activity planning, development of search skills and critical use of information sources (libraries, catalogs, advisors, informants, encyclopedias, textbooks, Internet system), mastering the conditions of critical analysis and synthesis of data are preparation for self-education Kopanska (2009). For the successful implementation of such tasks, a teacher of higher education should be a person, a professional, a scientist, capable of teaching future philology teachers the basics of scientific and research activities and, through research, organizing effective IOD in an intercultural environment. A higher education teacher is not only a translator of cultural experience and knowledge, a generator of innovative ideas, but he is also a highly cultured and highly educated person with a certain scientific outlook and a willingness to prepare future teachers for the specific demands of a competitive and dynamically changing intercultural society. A modern teacher of a higher education institution not only knows his subject perfectly, and has deep knowledge of psychology, pedagogy, and teaching methods, but must also be a bearer of spiritual and moral values, an authority for future specialists, always ready to work on himself, striving for self-development and self-improvement. Mutual respect and trust are prerequisites for authority in the “teacher-student” system Ball (1994). The professional and constructive path of a teacher of higher education consists of the developed ability to own oneself, and one’s own emotions, to work in an atmosphere of continuous creative search, experiment, and to make effective non-standard decisions. The best results are achieved by a teacher who always tries to interest students, stimulating them to self-discovery, teaching them the peculiarities of research activities, and introducing them to the actions of a teacher-researcher. The following indicators of an effective teacher of higher education institutions can be identified:

- professional activity by its nature is research with an interest in pedagogical research;
- projects, carrying out comprehensive understanding, deep critical analysis, and introspection, is in constant search;
- improves the forms, methods, techniques, and ways of organizing students’ search and research activities, transforming certain methodological recommendations, and theoretical and methodological provisions into specific pedagogical actions;
- ensures the developing subject-subject interaction of the participants of the educational process (humane treatment of each student with respect, patience, tact, and justice);
- is constantly self-improving.

In today’s conditions, there is a tendency to actualize the human factor and moral qualities of the individual, among which the personal responsibility of everyone for their deeds, actions, behavior, etc., occupies an important place. The question of responsibility in the teacher’s work is particularly acute - as the basic dominant of his professional activity. As the researcher of the problems of pedagogical and age psychology I. Bech notes: “Responsibility involves the recognition of a single active involvement of a

person in the social and natural world, it is not so much the result of valuing a person by other people, but his conviction, moral principle, the result of self-awareness; a responsible individual cannot impartially reflect on any social events; she always considers them as a participant” Bech (2008). It follows from this that one of the determinants of the effective and efficient training of future teachers of the Ukrainian language and literature for scientific and research activity should be their deep awareness of personal responsibility for the results of their work, their mission as a bearer of ethical and moral norms. That is, the responsibility of the teacher of the Ukrainian language and literature is an integral feature, a unique moral and spiritual component of the personality, the highest moral value, characterized by care and concern for students, their full-fledged daily thinking, solving their life-important tasks (regardless of the presence or absence of external control, coercion or pressure), ultimately it is self-sacrifice. It is obvious that with the help of personal responsibility, the connection between the teacher and others (students, parents, colleagues) is formed and through it is revealed, forming a specific integrity. Psychologists emphasize the following indicators of responsibility: a person’s understanding and awareness of the importance of fulfilling obligations to other people and oneself; the anticipation of possible difficulties in the execution of assignments; planning ways to overcome these difficulties; positive experience of the task and expectation of joy from the fulfillment of duties; acceptance of responsibility for the performance of a task, assignment, obligation; self-organization of activity and manifestation of this type of behavior; effective use and enrichment of the experience of responsible behavior Intercultural learning, Council of Europe and European Commission, Strasbourg (2000). Let us emphasize that the ability to empathize, compassion, benevolence, faith in the potential of students, care, openness, support, dignity, honor, spiritual cultural dominance, tolerance, humanity, optimism, faith, and sincerity are the moral qualities of a Ukrainian language teacher and literature that constitutes the denominator of his professional basis for professional activity in an intercultural educational environment.

The generalization of psychological and pedagogical research gives grounds for asserting that the personal responsibility of a modern teacher is the principle of his life activity, a complex multi-functional, top-level education, which is now becoming a priority moral-will quality, which is characterized by the richness of its forms, components, and components. The inner world of a responsible personality of a teacher should always be open to the needs, priorities, and values of his students. We are talking about the conscious morally responsible professional activity of the teacher, aimed directly at the content of the moral requirement, the corresponding value of the subject. Under the conditions of such development of the teacher of the Ukrainian language and literature, his socio-spiritual worldview is transformed into a moral heritage, his philosophy of life, characterized by innovative and humanistic orientation and scientific and pedagogical maturity, and finally, practical perfection.

The presence of a student’s interest in pedagogical science contributes to the development of his professional orientation, making a creative contribution to his profession, which leads to further formation and self-realization as a specialist at a higher level.

The problem of interest in the research activity of future teachers was of interest to many researchers, in particular B. Ananiev (2001), Yu. Babanskyi (1989), V. Legan (2015), S. Murzina (2009), in whose works the main sources of the development of such interest from coverage of the psychological aspect of the problem; the role of forms, methods, and means of organizing such activities are investigated. According to the definition by L. Sushchenko, the cognitive interest included in educational activity is most closely related to the formation of various personal relationships: a selective attitude to one or another branch of science, cognitive activities, participation in them, and communication with co-participants of knowledge. According to the researcher, on this basis, worldview, worldview, worldview, worldview, success in developing the cognitive interest of each future teacher, as practice shows, largely depend on a competent approach and the setting of educational and research tasks before him. Interest in performing such tasks is not constant - it changes from course to course, with the acquisition of the scope of knowledge, abilities, and skills of research activity. It is also determined by the nature and content of educational disciplines, and the level of their teaching, including purely psychological qualities of the individual. A feature of cognitive interest is also its ability to enrich and activate the process of not only cognitive but also any other activity Sushchenko (2014). Interest in pedagogical science will be considered through the

prism of becoming a future teacher's professionalism. One of the important tasks of scientific research activity of future teachers of Ukrainian language and literature is the need to provide them with an awareness of the importance of solving the proposed tasks, and choosing their content following the level of their development. Cognitive interest in its development is determined by various states, reflected in certain stages: *curiosity* → *inquisitiveness* → *cognitive interest* → *theoretical interest*.

At a certain stage of its development, interest can turn into a need of a higher order - the need for constant acquisition of new knowledge. Conditions for the development of interest, as a rule, include four stages: maximum reliance on active mental activity, independent search and "discovery" of new knowledge, solving problems of a problematic nature; educational process according to the level of development of students; appropriate emotional atmosphere in the audience, positively directed communication in the process of organizing the GDR Sushchenko (2014). Summing up, let's note that cognitive interest is one of the most powerful factors influencing both the creation of a positive learning climate and the intensity of students' intellectual activity. Interest in scientific and research activities is a cognitive need that ensures the orientation of the personality of the future teacher of the Ukrainian language and literature to the awareness of the goals of the research work, thereby contributing to scientific and rational cognition, obtaining new knowledge while satisfying the cognitive, professional and personal motives of one's activity. Taking into account the potential of research work in shaping the personality of a future teacher of Ukrainian language and literature under the requirements of the modern labor market and intercultural society, we believe that one of the priority conceptual approaches should be the spread of the influence of research work as a mechanism for the development and realization of creative potential on every future teacher. The objectification of the creative potential of future teachers of the Ukrainian language and literature should be considered from the standpoint of its exceptional significance as a dominant indicator of the development of multicultural society and a source of the formation of the intellectual capital of each individual, in particular. An outstanding psychologist of the 20th century, the creator of the theory of anthropological psychology, B. Ananiev defined potential as a characteristic of the subject of labor activity, which includes his ability to work, special abilities, activity in the form of value orientations, motivation and generalized practical experience to varying degrees. The scientist emphasized the special place of intelligence in the structure of human development potentials Ananiev (2001). Based on the presented understanding of the studied phenomenon, it can be concluded that it is a set of all opportunities, internal resources, and instructions of the individual, manifested in activities aimed at obtaining socially significant results; the creative potential is considered through the prism of worldview, personal priorities, acceptance of creativity as a personal value, presence of creative thinking, imagination, creativity, etc. Thus, according to the theory of O. Dubasenyuk, the development of the creative potential of the personality of the future specialist is its enrichment with professionally significant features; the ability to bring knowledge to a creative, transformative level through the development of general creative forces. This idea is based on the principle of humanizing the professional training of the future teacher of the Ukrainian language and literature, who is capable of multiplying the cultural values of society and at the same time realizing his own spiritual and creative potential Dubasenyuk (2015). Considering this problem holistically, let us emphasize that the growth of scientific activity of future teachers of the Ukrainian language and literature is, first of all, focused on the teacher - as the bearer of creative potential, image, building a positive "I-concept" in the profession, concentrating efforts to increase the level of professionalism Asanova (2014). The involvement of future teachers of the Ukrainian language and literature in professionally oriented research activities in higher education institutions should be implemented to bring them closer to their professionalism. To increase the level of scientific training of future teachers of the Ukrainian language and literature, the educational process in higher education institutions should be organized in such a way that each student masters modern technologies of research education, methods of scientific research, algorithms of search actions, introducing the positive assets of the GDR into pedagogical practice.

The future teacher of the Ukrainian language and literature should not only possess thorough knowledge, abilities, and skills within the limits of professional interests, being aware of the purpose of his activity, its consequences, and social and moral responsibility, but also be a real creator of his own professional prestige and pedagogical professionalism Ostrovsky (2022). Of particular importance is the

involvement of students in participating in the organization of scientific research, which is carried out in the process of continuous education according to the principle of continuity in higher education institutions and should become for future teachers of the Ukrainian language and literature a real school for the formation of a teacher-researcher. Based on these positions, we believe that the involvement of future teachers of the Ukrainian language and literature in research activities to bring them closer to pedagogical professionalism involves the optimization of such experience and includes: acquiring a value-oriented attitude of students to scientific research; awareness of the importance of the NDR as a unique platform in the professional ascent and development of a teacher to the heights of pedagogical professionalism. It is important that the future teacher master the means of creative use of scientific and research approaches to all professional activities, especially in literature lessons, when the work of outstanding national writers and poets is studied. We will also point out that the integration of the content of professional education with university science as a value-meaning mechanism of its practical implementation is a leading trend in the developed countries of the world in the preparation of philology teachers for activities in an intercultural society. The integration of research and educational work of future teachers is understood as a system of actions based on the unity of the purpose and tasks of professional training through the inclusion of students in research activities, which has methodological, methodical, and software support and involves the interaction of all structural components of science and education, which include into the general functional system of professional training Semenog (2005). The scientific source and program coordinator of these purposeful changes should be the pedagogical higher education institution, which will aim to implement two directions: firstly, the actualization of future philology teachers and the acquisition of new transdisciplinary knowledge, skills and abilities that will ensure research competence, and secondly, formation of students' heuristic-searching activity through research work. The development of scientific interests and research motives of future teachers of the Ukrainian language and literature, integration aspects of professional training and science in higher education as a complex systematic process in the system of higher education, enable future teachers to learn to formulate goals and objectives, put forward hypotheses, critically analyze, interpret information and provide to evaluate it, to establish cause-and-effect relationships, to look for ways to solve professional situations and tasks, to justify the correctness of decisions, which has a positive effect on the quality of education in general, and its final result, in particular Honcharenko (2006).

The next idea of the concept consists of the continuous and step-by-step preparation of future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment in the conditions of graduate education. Degree training provides continuous general cultural and professional and personal development of the future teacher, the possibility of further training, transition to a new quality of training following the levels of higher education. The specified training of teachers in higher education institutions is based on the provisions of the Constitution of Ukraine (1996), the Concept of the National Academy of Sciences (2016), the Laws of Ukraine "On Education" (2017), "On Higher Education" (2014), the National Development Doctrine of Education (2002), the Concept of Development of Continuous Pedagogical Education (2013), the Decree of the President of Ukraine "On the National Strategy for the Development of Education in Ukraine for the Period Until 2021" (2013). The main principles of the effective development of graduate education are the continuity and continuity of the content, methods, and forms of education, the combination of national educational traditions and modern European experience, the introduction of an innovative and humanistic paradigm, professional orientation according to the principle of "lifelong education", timely response to social changes, prognosticity, logic and innovativeness of the educational process.

The author's concept of graduate training of future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment is implemented in the educational process of higher education institutions in the conditions of graduate education from the initial level of higher education to bachelor's and master's levels. Each level is distinguished by the depth and continuity of acquired theoretical knowledge, practical skills, and preparation for performing professional tasks of varying complexity, defined in the Law of Ukraine "On Higher Education". The concept also takes into account the needs of society for the preparation of future teachers for educational activities in an extremely

variable and competitive environment, to its continuously growing interculturality, conflict, and competitiveness Ostrovska (2022).

At the initial level of higher education, the preparation of future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment is carried out in the context of general cultural and professionally oriented training to form the readiness of students to perform typically, and often innovative tasks, provided for primary positions in the educational field of professional activity.

At the bachelor's level of higher education, future teachers of the Ukrainian language and literature receive theoretical knowledge and practical skills and abilities sufficient for the successful performance of professional tasks in the chosen specialty in traditional and non-traditional conditions, combining traditional and innovative methods, forms and technologies in the educational process. At the master's level of higher education, the emphasis shifts to the deepening of theoretical and practical knowledge, abilities, and skills in the chosen specialty, the general principles of the methodology of professional activity, sufficient for the effective performance of all tasks of an innovative nature, using the latest modern technologies based on subject-subject interaction. The main thing is mastering the basics of intercultural education, general and professional competences, and competences, under the Concept of the National Academy of Sciences and the new professional standard of the teacher.

The readiness of the future teacher of the Ukrainian language and literature for professional activities, primarily for the creation of favorable conditions to ensure the development and formation of creative students, the ability for professional and personal self-development during professional activity is the dominant goal of the graduate professional training of the future teacher for professional activities in an intercultural educational environment.

The leading conceptual idea of the step-by-step training of future teachers of the Ukrainian language and literature for IOD in an intercultural educational environment is also the provision that in the conditions of a globalized society, integration, and informatization of modern education systems, professional and personal development, self-development and self-improvement of a teacher takes place in the course of professional activity, on the condition that the training involves the formation of a value-motivational attitude to the IOD (needs, interests, motivation, etc.), a system of innovative knowledge, abilities, and skills, the development of critical pedagogical thinking, etc.

The purpose and result of the graduate training of future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment is the formation of readiness for the use of innovative technologies, which contributes to the successful performance of the teacher's professional tasks following the obtained degree of higher education. In the process of developing these provisions, we assume that future teachers of the Ukrainian language and literature, with a formed readiness for professional activity in an intercultural educational environment in the process of graduate training in higher education institutions, will continue to be able to solve tasks and problems of various levels of complexity, self-development, self-improvement throughout life and this ability is cultivated in students in institutions of general secondary education.

Gradual preparation of future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment is a component of a holistic model of training and is considered a pedagogical system that includes the goal, tasks, methodological approaches, principles, components of training, conditions, and results of training, which will allow at the professional level to scientifically and creatively approach solving the problems of the educational process of the school.

The methodological basis of the concept of professional training of future teachers of the Ukrainian language and literature for innovative activities in an intercultural educational environment is philosophical methodology, in particular, the main provisions of the theory of knowledge about the unity of consciousness and activity, dialectical interrelationship, interdependence and interdependence of social phenomena, development and formation of a complete personality; general scientific methodology, in particular the basic provisions of systemic and activity approaches; specifically, scientific methodology - provisions regarding the integrity and continuity of the content of professional training, features of the professional training of a future teacher in the conditions of graduate education, axiological, professional, technological,

research, competence-based, problem-based approaches to the organization of the educational process during the training of a future teacher; the principles of continuity and continuity of education, professional orientation, problems, professional mobility, ensuring unity in scientific and educational activities, taking into account the age and individual characteristics of students.

CONCLUSIONS

So, the conceptual foundations, based on which the model of step-by-step training of future teachers of the Ukrainian language and literature for professional activities in an intercultural educational environment will be built, in the proposed Concept, are the following provisions Ostrovska (2022), Ostrovsky (2022):

- clarifying the content of the concepts “intercultural education”, “intercultural competence of the teacher of Ukrainian language and literature” and “intercultural educational environment”;
- justification of methodological approaches and principles of professional training of future teachers of the Ukrainian language and literature for professional activity in an intercultural educational environment;
- the main idea of training - the preparation of future teachers of the Ukrainian language and literature for professional activity in an intercultural educational environment is a component of the general context of the formation of a holistic structure of the teacher’s professional activity;
- step-by-step professional and personal development of future teachers of the Ukrainian language and literature to professional activity in an intercultural educational environment takes place according to the levels of higher education (primary, bachelor’s, master’s);
- the result of the training of future teachers of the Ukrainian language and literature during their studies at higher education institutions at each level of higher education is readiness for professional activity in an intercultural educational environment.

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