

Peculiarities of Professional Training of Future Teachers for Innovative Educational Activities in an Intercultural Environment

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The European integration policy of Ukraine, the “New Ukrainian School” Concept, and the institutional documents adopted for their implementation simultaneously motivate and aim the national education system at the implementation of the competence paradigm and the professional training of future teachers who are ready to live and work in an extremely globalized, intercultural and dynamically changing world. to perceive it between culture and variability as essential components of one’s own way of life. That is why the main attention in higher education should be paid to the issue of overcoming conservatism in approaches to educational activity, existing stereotypes of pedagogical work and the thinking process of all subjects of the educational process. Only an inherently innovative education and an appropriately trained teacher can raise a young person who is able to live according to modern laws and taking into account the development trends of an intercultural society. The new Ukrainian school needs new approaches to learning, which are based on the principles of partnership pedagogy, moving away from the authoritarian model.

Keywords: European integration policy of Ukraine, the “New Ukrainian School” concept, the national education system, professional training of future teachers, intercultural environment

INTRODUCTION

The spiritual education of a person the creation of a personality is the most important social function and purpose of a teacher in society. Contributing to the formation of a person as the creator of all material and spiritual values and as the main spiritual value of society, educators directly influence the development of the productive forces of society, involve the younger generation in all the achievements of world culture and thereby create the prerequisites for the further progress of humanity. The main task of a modern teacher is to help students adapt to the changing socio-cultural situation of an intercultural society.

At the same time, the education of the 21st century requires the creation and implementation of new educational standards, updating the content and forms of education, the formation of professional

competence of teachers of higher education institutions, quick response of educational systems to the European integration requirements. Pedagogical higher education institutions are designed to prepare future teachers ready for life and work in an intercultural environment.

FORMULATION OF THE PROBLEM

The worldview of the teacher is reflected in a certain way in the content of the knowledge that he wants to convey to the students. Subconsciously, the teacher brings his subtext to the information offered to the students, and his beliefs, as a rule, are transmitted to the students.

The same applies to teachers who work in the intercultural environment of Ukraine. Students' perception of the region's linguistic and cultural diversity depends on their knowledge of the history, culture, and religion of the various peoples who inhabit specific regions of the country. That is why it is so important to form intercultural competence in future special education teachers as the basis of their readiness to work in a multicultural environment.

However, theoretical and practical aspects of pedagogical intercultural education have not been sufficiently studied in domestic science. We believe that a deeper understanding of various aspects of intercultural education of future teachers can be facilitated by studying foreign experience since in many foreign countries, there are significant theoretical developments and practical achievements on this issue. In terms of the European integration policy of Ukraine, an example should be taken from developed European countries, in which great attention is paid to the issue of multicultural education.

ANALYSIS OF RECENT RESEARCH AND PUBLICATION

The analysis of scientific literature on this subject shows that today, there is practically no scientifically based system for the formation of intercultural competence of future teachers at various stages of education in higher education institutions; there is no sufficient scientific and methodological support for the educational process, there is only a fragmented nature of intercultural work in the educational activities of both higher education institutions and institutions of general secondary education Sushchenko (2014).

The development of the innovative and humanistic Concept of the National Academy of Sciences, the desire to find new teaching methods, and intercultural understanding arouses the interest of many scientists (G. Ball (1994) I. Beh (2008), V. Bosa (2018), R. Bulgakov (2015), Yu. Varfolomeeva (2014), N. Novakovska (2017), O. Ostrovsky (2022), etc.). Today, one of the priority areas of scientific research on the problem of intercultural education is the determination of ways to implement intercultural education and upbringing in secondary schools. Effective implementation of the ideas of intercultural education depends on them, which is determined by: content of curricula; peculiarities of the organization of the educational process; development of partnership pedagogy; development of the culture of the educational institution Myropolska (2008).

To create an appropriate educational environment and implement intercultural education, scientists propose various models of transformation of the educational process Yaksa, N.V. & Kuzhelev, S.V. (2015), Yakovleva (2002). These are, in particular, the introduction of innovative pedagogical technologies and teaching methods; change of study plans, introduction of new intercultural concepts into the educational material; changing systems of relationships in the classroom and school, evaluation and control of knowledge, etc. In particular, K. Grant in his writings recommends introducing specific conditions for creating an intercultural educational environment at school: high expectations from students; learning style that takes into account the characteristics of all students; relevant curriculum; taking into account the possibility of the existence of several approaches to solving problems; reflecting the ideas of pluralism in the educational process, in particular in the system of control and assessment of knowledge; use of motivating role models of behavior; using the potential of extracurricular work, etc.

Among the conditions for creating an intercultural environment at school, the famous American scientist S. Nieto draws attention to: innovative change of the school environment; transformation of the curriculum, the choice of adequate methods of education and upbringing, Kim (1994). In addition, the

scientist emphasizes the important role of the teacher's personality in the organization of intercultural education and upbringing.

THE PURPOSE OF THE ARTICLE

We wrote this article with the aim of revealing the content of the improvement of the educational process and the features of the competence training of future teachers of the Ukrainian language and literature for professional activities in intercultural education in institutions of higher education in the context of the Concept of the National Academy of Sciences.

PRESENTATION OF THE MAIN MATERIAL

Today, in the EU countries, it is believed that in the organization of the learning process in schools, the main emphasis should be on educating students to live and work in an intercultural society. EVO considers modern educational institutions as unique models of society, where the subjects of the educational process receive skills for successful activity and experience of interaction with other members of the community. School is a place where students acquire knowledge of various academic disciplines and the first knowledge about society. In schools, students communicate with those who are not their family and learn to interact with different, sometimes very different, people.

Today, in EU countries, it is customary to have representatives of all races, ethnic groups and social strata of the population in schools and classes, including children with special physical and mental needs, etc. Attempts to form a contingent of students in schools and classes based on racial segregation (creating schools or classes for African Americans, Latin Americans, etc.) are inadmissible. Practice has proven that with the correct organization of education and upbringing, such conditions will be favorable for forming the foundations of intercultural competence of all students Siva (2021). Another important aspect of the teacher's activity is the desire and ability to discuss with students the issue of racial differences between people (culture, mentality, customs, skin color, facial features, etc.). Silence of these questions can contribute to the formation of alienation between students, hostility, aggressiveness, isolation of students of the non-dominant group.

To implement the tasks of intercultural education and upbringing, it is not enough to conduct classes on ethnic courses, which are based on simple memorization of individual historical facts and national heroes. Many researchers talk about the need for a systematic restructuring of all components of the educational process, which requires a thorough analysis of the educational and educational environment. True ideals of democracy and pluralism in society can be formed only if students are educated in a multinational environment.

Teachers are the product of the social and educational system, which has a history of racism, discrimination, and exclusion, which cannot help but affect the formation of the personality of the teacher himself. Therefore, the pedagogical activity of many teachers may reflect their own life and educational experience, and they will subconsciously try to conduct a similar practice of teaching and educating students.

Scientists emphasize that it is not enough for a teacher to have good intentions toward all students without exception. It is necessary to think through and analyze one's own (perhaps subconscious) prejudices against students representing ethnic minorities and stereotypes of behavior. All this can be manifested in a wide variety of situations: for example, when explaining new material, the teacher addresses it more to one part of the students in the class than to another (look, facial expressions, gestures, presentation style), more often asks to answer the questions of some students and less often to others, evaluates achievement of different students inadequately. Often, students from ethnic minorities are dissatisfied with the fact that the level of teacher expectations for them is much lower than for representatives of the dominant national community Akaemova (2008), Asanova (2014).

Intercultural education is necessary to instill in students and future teachers the desire to communicate with people of other cultures, understand them, perceive their value system, and integrate new experiences

into their own culture. Intercultural education is designed to support the diversity of large and small nations in the conditions of globalization of the modern world. It is a means of preserving and developing ethnic cultures, including the values of ethnic cultures in the practice of upbringing and education, and thereby solving the current problems of pedagogy. Solving problems related to improving international relations is a big and painstaking job that will require close attention and care from the state and the joint activity of all branches of government and the public of Ukraine for a long time to come. It must be carried out based on a systemic approach, considering the interests of all ethnic, cultural and religious components of Ukrainian society as a whole Artemenko (2017).

Language is a kind of cultural code, the spirit of the people, the most important ethno-differentiating and ethno-forming factor, the verbalized intelligence of both the people, the nation, and the individual, in which the system of means of thinking is embodied. Intercultural learning, Council of Europe and European Commission, Strasbourg (2000), Simonenko (2009). That is why the problem of preserving the purity and richness of the native language has always been relevant. Scientists perceive tendencies to the decline of language culture as an alarming sign of the spiritual decline of an ethnic or national community. According to linguists (R. Antonyuk, O. Artemenko, S. Astakhova, etc.), the main factors of the low level of linguistic culture of ordinary Ukrainians are unfavorable socio-political and socio-historical situations of the nation's development. In addition, the researchers note that together with the decline of the broadcasting culture, there is a process of marginalization of the national consciousness of Ukrainians.

Scientist I. Talash notes that the improvement of linguistic personality occurs throughout the entire conscious life of a person depends on many factors, in particular, the social environment is decisive talash (2011). According to E. Mogilevska, identity is also a dynamic formation, therefore the process of its formation does not end in adolescence but depending on the social context can transform into different age periods of ontogenesis Intercultural learning, Council of Europe and European Commission, Strasbourg (2000). Accordingly, the problem of forming a positive ethnic identification of future teachers as a factor that will contribute to improving the culture of professional speech is relevant.

Intercultural education and language training within the professional training of future teachers should play a major role in developing their intercultural competence. At various stages of formation, it is important to consolidate acquired knowledge in the field of different cultures, abilities, skills and the ability to engage in constructive interaction with representatives of different cultural groups, which will lead to understanding, empathy, and assistance to others not only in conditions favorable to the individual, but also in more difficult ones, where the teacher needs to make certain ethical and volitional efforts.

Today, in an intercultural society, it is especially important to train highly professional teachers who meet the integration criterion of "pedagogical skill + art of communication + new technologies" Kremin (2003). It is in the sense of compliance with these criteria that we propose to revise the training of the future teacher in an intercultural context as a whole system built on the organic unity of the general, special and individual. The general is a component of the teacher's professional general pedagogical training; special has its own specificity in cross-cultural, psychological and sociological terms, determined by the peculiarities and regularities of the educational process and the formation of the linguistic identity of the individual; individual reflects the dependence of professional intercultural training on the personal qualities of the teacher and the level of his language training and ability to innovate.

The professional cross-cultural training of the future teacher is a multi-faceted and interdisciplinary process, covers different areas of content and methods of activity and concerns different periods - past, present and future, as well as different territorial features of our country.

The scientific and theoretical basis of professional intercultural training of future teachers should be fundamental language education, which is based on an innovative humanistic, linguistic philosophy of education and uses intercultural dialogue. The basis of such training is a person-oriented approach to organizing an innovative educational process in an intercultural environment. The main features of such an educational process are: complexity, complexity, innovativeness, humanity, motivation, dynamism, focus on practical results and controllability. Personally oriented professional intercultural education of future teachers is researched and implemented in the context of reforming the national education system based on the Concept of the National Academy of Sciences. The education of students of ethnic minorities should be

a purposeful active educational process of their subject-subject interaction with teachers, parents and the community in the context of partnership pedagogy.

The modern experience of professional cross-cultural training of future teachers requires innovative learning technologies, the development of a modern personally oriented model of teaching pupils and students and the optimal justification of all its components, the determination of psychological and pedagogical conditions for the establishment of subject-subject relationships in the intercultural educational process. The modern multicultural society needs teachers who have fundamental language training and psychological and pedagogical knowledge, a developed language sense, possess folklore, literary and artistic potential, a creative style of thinking, oratorical skills and a business style of communication, understand the issues of the historical development of native peoples and ethnic groups, who live in this area.

A modern subject teacher must know new learning technologies; methods of forming skills of independent work, development of creative abilities, logical thinking of students; and design, control, model and conduct lessons and educational activities with elements of information, communication, and multimedia modern technologies. Taking into account the content of each of the components of professional competence, the ways and means of its formation allow us to rethink and rebuild the training of future teachers of the Ukrainian language and literature in such a way that they can “teach their students with their behavior, their knowledge, their Status, their Happiness, their With talent, with his Love” Zyazyun (2003).

In the process of cognitive activity, ideas about the picture of the world arise as sufficiently unified. However, the formation of this picture is influenced by language, which is not only a means of communication and knowledge but also a means of creating that special reality, that culture in which a person lives. Modern linguistics is quite actively developing the direction in which language is considered as the cultural code of the nation; the scientific direction of linguistic and cultural studies is emerging, the task of which is to reveal the mentality of the people and its culture through language Myropolska (2008).

It is believed that the linguistic picture of the world precedes the pictures of nature and society and, in many ways, shapes them, since a person can understand the world and himself thanks to language, which records individual, national and universal human experience. Therefore, the role of language is not only in the transmission of messages but also in the internal organization of what is to be communicated, and the language picture of the world explains different pictures of the human world and reflects the general picture of the world. The conviction that the way to understand the human phenomenon lies through natural languages has emerged and is growing stronger. Different languages conceptualize the world differently. Therefore, one of the main factors contributing to the future adaptation of students to life in the multicultural society of Ukraine is the Ukrainian language and literature, the role of which is special in multi-ethnic regions.

In this regard, a special role in the school’s educational work is assigned to the teachers of philological disciplines, who analyze the texts of authors of different nationalities in the lessons. The professional activity of teachers of philological disciplines in the context of national cultures and in the context of a new community should be oriented to the interaction of the cultures of peoples, to the enrichment, thanks to this interaction, of the culture of all who live in this territory. The latter should be carried out in classroom lessons, where the national component is used, and extracurricular educational activities involving folklore activities.

Therefore, the scientific and pedagogical analysis of the foreign experience of the intercultural education organization, the identification of its achievements and features in the content and forms of the organization, the expediency of the professional intercultural training of a dictionary teacher are very important for Ukrainian intercultural education. Under the conditions of its direction on the development of speech activity in the subject-subject interaction in the “teacher-student-society” system, it becomes one of the generally accepted approaches to clarifying the main directions of improving the theory and practice of training teachers of lexicographers in the context of world pedagogical culture. This can be achieved by: preparing the lexicographer to implement the principles of pedagogical creativity (diagnosis, optimality, interdependence, facilitation, creativity, addition, variability, self-organization) in the educational process, which is based on the ideas of intercultural education and upbringing and the concept of person-oriented

learning and highlighting the evolution of the ethnonational idea in the process of cultural revival and its impact on the purpose, tasks, and methods of linguistic identity formation in students of ethnic communities.

Nowadays, the understanding of the ethnic context in human culture and collective psychology, nation-building, the causes of ethno-nationalism, and the relationship between ethnogenesis and state-building have gained special relevance. These problems gained importance when migration processes intensified, and globalization began to be comprehensively established in the relations and relationships of countries and peoples. The humanitarian sphere is particularly sensitive to the challenges of globalization. The humanistic principle of universalizing differences can provoke multidirectional conflict (bipolarity) Antonyuk (2003).

The instability of the Ukrainian intercultural environment is complicated by the multipolarity of external orientations, giving rise to the blurring of identification systems and the diffusion of identities. Language is a means of identification in time and space, a manifestation of belonging to one community, a certain identification. It is about preserving the new foundations of linguistic identity. For Ukrainian socio-humanitarian studies, the concept of “identity” (personal competence, readiness to solve professional, cultural, language, religious, personal, everyday problems according to certain rules) is relatively new Nikolaeva, Yu.V. & Bogolyubova N.M. (2014). This is extremely relevant, since identity concerns the problems of relations between peoples and nations living together on the territory of one state.

Pedagogical activity in a continuous process, during which the intercultural professional competences of the lexicographer are realized, the creative development of his personality is carried out, is a means of helping the formation of linguistic identity in the educational process. The distinction between them is somewhat conditional and made in order to more conveniently examine the entire process of forming the linguistic identity of students of ethnic communities. According to the course on reforming intercultural education, the teacher is obliged to change his actions, which traditionally reflected the functions of informant, instructor and examiner performed by him until recently, and instead take on the functions of supporting and helping students in their development Asanova (2014).

In the process of communication, people communicate utilizing language. With the help of language, people declare their needs and interests express their opinion. Communication is a set of connections and interactions of individuals, groups, communities, during which there is an exchange of information, experience, skills, and results of activities. The word, language is the most meaningful, capacious and expressive means of human communication. The ability to speak and listen, to conduct a conversation is an important condition for mutual understanding, checking the truth or falsity of one’s thoughts and ideas. However, body language (look, gesture, posture, peculiarities of behavior during conversation) can reveal the attitude towards a person, and characterize the culture of the interlocutor.

Language is the spirit of the people, its existence. The spiritual world of an individual is connected with the development of his language abilities. The character of the people, history, and everyday life are reflected in the language. Language is a means of communication between people. This is the exchange of ideas, information, and knowledge transfer. Language is an important factor in building public society. Modern science proves that language is a unique tool of culture. It is a connection between a person and thinking. Language enables people to understand each other. Language is a public, social phenomenon. It functions and develops only in society and is the most necessary condition for the essence of a person, it lives and functions in speech - oral or written. We communicate by giving victory to speech. And this is correct, because oral speech is a universal means of communication. It is very important to master the word, use it correctly, and learn to persuade with the word. Mastery of the word includes speech culture. And speaking culture is mastering the norms of the literary language. From the way a person speaks, you can determine what kind of person he is. You can understand her character, level of culture, intelligence.

Every person living on the territory of Ukraine must master the Ukrainian language. Mastering the language ensures a comfortable existence of a person in the environment. Language is a powerful factor in reflecting reality. It is part of the social environment in which a person lives, in which the mentality of the nation and each individual is formed. The personality grows in the language environment, becomes its carrier.

Clearly, the fate of a language does not depend on a person, but it lives as long as there are speakers who study and use it. Language is the link between the past and the future. Therefore, in classes on the Ukrainian language and literature, teachers of higher education institutions should instill in students a love for it, for the Ukrainian word, students should be fluent and consciously use it. Language not only shapes consciousness and affects the student's worldview but through them also affects the behavior of a person and his actions. It is language that enables a person to orient himself more deeply, be aware of his physical condition, thoughts and feelings, and form national consciousness, conscience, honesty, and truthfulness.

Forming a new community requires knowledge of the Ukrainian language, the study of its history and development. The Ukrainian language is regaining its lost positions in all spheres of social life, so learning it is a necessary and very important process. Today, the functioning of the Ukrainian language is expanding in all spheres of our life. The vocabulary of the modern Ukrainian language is constantly in motion. New words enter our life and decorate the language. This is a large number of foreign words that have entered the vocabulary of our language. These lexical layers did not make the Slavic languages poorer, but made them equal partners, because they acquired a modern scientific and social level thanks to this. Foreign words prove that vocabulary is very sensitive to changes in the life of society - political, economic and cultural, and at the same time enriches the vocabulary of Slavic languages. High linguistic culture can be achieved by a person who works hard on the word and is active in thought. Our citizens must learn to think nationally, realize their national values, first of all, the role of language, and then Ukraine will become equal to highly developed countries. The Ukrainian language and culture promote the idea of civil society, contributing to establishing Ukraine as a democratic, legal state. Ukraine has every chance to take a worthy place among civilized states with high culture. Every citizen of Ukraine, regardless of nationality, is obliged to know and respect the state language, to be able to communicate in it, to possess the culture of speech. The state language must perform all social and cultural functions be the language of science.

The influence of the national specificity of the mentality of one or another linguistic and cultural community on education and vocabulary functioning cannot be underestimated. The formation of vocabulary is influenced by the national culture of a given ethnic group, in particular, the communicative behavior of the people is of great importance. Under communicative behavior in the most general form, it is proposed to understand the rules and traditions of communication of one or another linguistic and cultural community. We fully agree with the opinion of I. Sternin, who speaks about the communicative behavior of the linguistic and cultural community as a whole, as well as of a certain group of native speakers united by one or another feature, as well as of a single individual, and also that communicative behavior has nationally specific character and acts as an aspect of manifestation in communication of a linguistic personality Semenog (2005). Inadequate perception of the communicative behavior of one person by another people creates a "zone of misunderstanding", disrupts communication and can even lead to the emergence of interpersonal and inter-ethnic conflicts. Communicative behavior is characterized by certain norms that allow us to characterize specific communicative behavior. We can talk about norms of communicative behavior in three aspects: general cultural norms, situational norms, individual norms.

From all of the above, it follows that teachers of philological disciplines, primarily Ukrainian language and literature, are called, together with the teaching of basic grammatical and lexical skills, to expand the individual picture of the world of students by involving them in a foreign cultural picture of the world (development processes); to explain and learn someone else's, foreign-cultural way of life and its characteristic behavioral models (cognitive processes); use linguistic and extra-linguistic (non-verbal) means in authentic situations of intercultural communication (the process of forming skills and abilities). Thus, teaching the Ukrainian language and literature in the context of the intercultural paradigm has great personal development potential.

The specificity of the professional activity of a Ukrainian language and literature teacher lies in its multi-functionality. In the course of everyday educational work, the teacher solves various tasks, performs many different functions: social and household, organizational, preventive, human rights protection, communicative, social and psychological, such, developmental, educational, advisory and others. It should be emphasized that the number of functional responsibilities of a Ukrainian language and literature teacher

is constantly increasing in connection with the development of society and the demands placed on it for education.

Mastering the state language as a means of communication has become a vital necessity for all 138 peoples living in Ukraine. The state language is taught in preschools and from the first grade of a comprehensive school. The effectiveness of intercultural reforms depends on the quality of professional training of Ukrainian language and literature teachers, who are prepared to organize the educational process according to the latest principles of intercultural education, which considers scientific research results. Teachers of Ukrainian language and literature are called to make a “language breakthrough” in education, and then in intercultural society. That is, to ensure that all citizens know the state language as a powerful national unifying factor and the native language, as well as the fluency of one or more foreign languages by educational institution graduates.

Teachers of the native language must necessarily know the state language, and teachers of the state language - the national language- taught in the institution where he works. A foreign language in schools with a contingent of students of different ethnic origins must be translated into the state language. Thus, students will better master the state language. It should be borne in mind that these children do not yet know the state language and those foreign language textbooks that are used by schools with the Ukrainian language of instruction may be difficult for them.

A foreign language teacher must be fluent in the state and foreign languages of his specialty and communicate in the national language of the institution where he teaches. Using a foreign language to study such school subjects as geography, history, and rarely chemistry and biology is successfully spreading in Germany, Poland, Russia, Romania, and Latvia. In Norway, the project “Learning a foreign language and culture, student autonomy” has been organized, the purpose of which is to expand the opportunities for studying the socio-cultural component of the English language, the development of independent learning skills, and responsibility for all aspects of learning (purpose, content, methods, approaches) and independent evaluation of results. Related foreign languages should be adapted for schools with a national language of instruction. For example: Romanian-speaking (Transcarpathian, Odesa, Chernivtsi oblasts), children can better master French, Spanish, Italian, Portuguese, as these languages belong to the Romance group. The lexicographer should teach all this in an intercultural context. But the knowledge that teachers have, as practice has shown, is not enough for such thorough intercultural education. The acute crisis of linguistic identity, in which the Ukrainian society is still, requires considerable attention from scientists and well-considered recommendations for overcoming it. This can be achieved under the condition of qualified intercultural professional training of the future teacher of the Ukrainian language and literature in pedagogical higher education institutions.

The entry of our state into the global geopolitical space is carried out on the basis of taking into account a set of factors identified based on a historical and pedagogical analysis of the development of professional intercultural education in foreign countries, a comparative substantiation of the prospects for the development of the training of teachers of the Ukrainian language and literature in view of the requirements of today. The revealed principles and trends of the functioning of foreign intercultural education determined the conditions of its organization and the mechanisms of intercultural training of highly qualified personnel of Ukraine.

Schools, which are changing due to social expectations and cultural needs, need teachers who can cope with these challenges and ensure the diverse development of students from different ethnic communities. According to J. Banks, culture is a general, universal basis covering all citizens, regardless of origin. At the same time, each culture contains a significant number of elements that have not become universal and belong only to a certain ethnic group Banks (1979).

In our opinion, a Ukrainian language and literature teacher has powerful communicative abilities that allow achieving intercultural and intersubjective understanding, reconciling confrontations, and encouraging a dialogic communication style. However, a respectful attitude towards speakers of a non-native language and culture does not appear automatically. They require significant willpower, willingness to negotiate, psychological disposition for friendly contacts, knowledge, means and methods of

communication, etc. A Ukrainian language and literature teacher is primarily called upon to ensure such a level of dialogical relations.

Depending on the nature of social relations, certain trends in social development, some functions of pedagogical activity take priority. Such functions at the present stage include the intercultural function of educational activities, aimed at preparing the younger generation for effective creative life in the conditions of a polyethnic and intercultural society. Along with the increase in the number of performed functions, the professional competence of the Ukrainian language and literature teacher also expands.

Taking into account the challenges of modern times, the following are the specific functions of a teacher of Ukrainian language and literature, the performance of which is required by an intercultural society:

- promotion of positive ethnic identification of students;
- elimination of contradictions between systems and norms of education and training of dominant nations and ethnic minorities;
- formation of ideas about the diversity of cultures and their interrelationships;
- awareness of the importance of cultural diversity for the self-realization of the individual;
- fostering a positive attitude towards cultural differences;
- development of skills and interaction skills of speakers of different cultures on the basis of tolerance and mutual understanding.

CONCLUSIONS

Therefore, in the conditions of general civilizational processes taking place in the world, and taking into account the multi-ethnicity of Ukraine, the system of professional training of teachers of the Ukrainian language and literature faced new tasks, the ways of solving which are determined by increasing the role of the personality of the philologist teacher as a specialist and citizen for the improvement of social and cultural life of a multicultural society. Intercultural education within the professional training of Ukrainian language and literature teachers is intended to play a major role in developing their readiness for professional activity in the multicultural society of multinational Ukraine.

Practice shows that the unformed readiness of future teachers of the Ukrainian language and literature for professional activity in an intercultural environment inhibits the personal and professional growth of students and affects the effectiveness of the entire educational process. Therefore, the formation of the readiness of future teachers of the Ukrainian language and literature for professional activity in an intercultural environment as a professionally significant integrative quality of the individual, which determines the personal growth of students and contributes to the improvement of the educational process in pedagogical higher education institutions, acquires special significance.

At the same time, the following contradictions occur in the professional training of teachers of the Ukrainian language and literature, which pedagogical higher education institutions carry out:

- 1) of a general nature:
 - between the existence of the objective need of society for teachers who possess intercultural competence, and the real level of formation of intercultural competence of future teachers;
 - between students' desire to be high-level teachers and the actual level of their intercultural competence;
- 2) applied nature:
 - the teacher's professional activity has a clearly expressed intercultural orientation, and intercultural training in higher education institutions is fragmented, rather general and eclectic;
 - there is a need to improve the practice of intercultural training of future teachers of the Ukrainian language and literature, but insufficiently developed pedagogical theories and technologies for its implementation.

The above allows us to draw a conclusion about the relevance of the study of the process of forming the readiness of future teachers of the Ukrainian language and literature to work in an intercultural educational environment and the need for the formation of intercultural competence in them as the basis of such readiness.

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