

2. Feldman, M. (2004). The Transformation of an Academic Discipline: Law Professors in the Past and Future (or Toy Story Too). *Journal of Legal Education*. 54. Pp. 471-498. [in English]

3. Flauss, J.-F. (2000). Deux siècles d'enseignement de droit constitutionnel: esquisse d'un bilan. In J.-F. Flauss, L'enseignement du droit constitutionnel. Brussels. Bruylant. Pp. 204-205. [in English]

4. Glendon, M.A. (1996). A Nation under Lawyers. How the Crisis in the Legal Profession is transforming American Society. Cambridge (Mass.), Harvard University Press. [in English]

5. Graham, K. (2002). The Refugee Jurist and the American Law Schools, 1933-1941. *American Journal of Comparative Law*. 50. Pp. 777-818. [in English]

6. Schneider, H. (2002). The Free Movement of Lawyers in Europe and its Consequences for the Legal Profession and the Legal Education in the Member States. In Faure, M., Smits, J. & Schneider, H. (eds.), Towards a European Ius Commune in Legal Education and Research. Antwerp. Intersentia. Pp. 15-38. [in English]

7. Stolleis, M. (2003). Reluctance to Glance in the Mirror: the Changing Face of German Jurisprudence after 1933 and post-1945. In C. Joerges and N. Ghaleigh (eds.), Darker Legacies of Law in Europe. The Shadow of National Socialism and Fascism over Europe and its Legal Traditions. Oxford, Hart Publishing. Pp. 1-18. [in English]

8. Twining, W., Farnsworth, W., Vogenauer, S., Tesón, F. (2003). The Role of Academics in the Legal System. In P. Cane & M. Tushnet (eds.), The Oxford Handbook of Legal

Studies. Oxford. Oxford University Press. P. 940. [in English]

9. Wahl, R. (1998). Die Misere der Betreuungsrelation in der Juristenausbildung. Wie eine Juristenausbildung durch gesetzlich vorgesehene Normen denaturiert wird. In D. Stempel (ed.), Juristenausbildung zwischen Internationalität und Individualität. Baden-Baden. Nomos. Pp. 379-394. [in English]

10. Zimmermann, R. (2001). Roman Law, Contemporary Law, European Law. The Civilian Tradition Today, Oxford, Oxford University Press. Pp. 108-109. [in English]

ВІДОМОСТІ ПРО АВТОРА

ГОНЧАРЕНКО Лєся – кандидат історичних наук, доцент, доцент кафедри юридичних дисциплін Сумської філії Харківського Національного університету внутрішніх справ.

Наукові інтереси: професійна підготовка фахівців у галузі права.

INFORMATION ABOUT THE AUTHOR

HONCHARENKO Lesia – Candidate of Historical Sciences, Associate Professor, Associate Professor of the Department of Legal Disciplines of Sumy Branch of Kharkiv National University of Internal Affairs.

Scientific interests: professional training of legal professionals.

Стаття надійшла до редакції 22.08.2025 р.

Стаття прийнята до друку 30.08.2025 р.

УДК 378.14: 37.035.7: 316.77

DOI: 10.36550/2415-7988-2025-1-220-508-516

ДАНИЛЮК Сергій –

доктор педагогічних наук, професор,
професор кафедри іноземних мов
Черкаського національного університету
імені Богдана Хмельницького
ORCID: <https://orcid.org/0000-0002-0656-2413>
e-mail: sergey.danilyuk75@gmail.com

КУЛІШ Ірина –

кандидат педагогічних наук, доцент,
завідувач кафедри іноземних мов
Черкаського національного університету
імені Богдана Хмельницького
ORCID: <https://orcid.org/0000-0002-5375-5429>
e-mail: irinakulich@ukr.net

ЗІНЧЕНКО Анна –

кандидат педагогічних наук,
старший викладач кафедри іноземних мов
Черкаського національного університету
імені Богдана Хмельницького
ORCID: <https://orcid.org/0000-0003-0319-021X>
e-mail: zinchenkoann36@gmail.com

ТЕОРЕТИЧНІ ОСНОВИ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ДО МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ В КОНТЕКСТІ ГЛОБАЛІЗАЦІЇ ТА ЄВРОПЕЙСЬКОЇ ІНТЕГРАЦІЇ

У статті досліджено теоретичні основи та педагогічні підходи до підготовки майбутніх учителів до ефективної міжкультурної комунікації у контексті глобалізації та європейської інтеграції. Наголошено на зростаючій важливості міжкультурної компетентності як невід'ємного складника професійної підготовки педагогів у полікультурному освітньому середовищі. У дослідженні окреслено ключові концептуальні виміри міжкультурної компетентності – когнітивний, афективний та поведінковий – та проаналізовано, як вони сприяють здатності освітян формувати інклюзивні, культурно чутливі класи.

Спираючись на сучасні теоретичні рамки, такі як модель міжкультурної комунікативної компетентності Байрема та Континуум міжкультурного розвитку, автори обговорюють шляхи інтеграції цих моделей у навчальні плани педагогічних спеціальностей. Особливу увагу приділено досвідним та рефлексивним стратегіям навчання, зокрема телеспілпраці, симуляціям та міжкультурним воркшопам, які розвивають емпатію, адаптивність та крос-культурне розуміння серед майбутніх учителів.

Порівняльний аналіз європейських та неєвропейських освітніх практик демонструє різноманітні інституційні підходи до формування міжкультурної компетентності через багатомовність, залучення громади та ініціативи професійного розвитку. У статті обґрунтовано, що систематичне включення міжкультурної підготовки в освітній процес підвищує готовність педагогів ефективно працювати в різноманітних класах та підтримує соціальну згуртованість у дедалі більш взаємопов'язаному світі.

Висновки підкреслюють необхідність неперервного професійного зростання, інституційної підтримки та спільної адвокації для подолання системних бар'єрів та забезпечення сталого розвитку міжкультурної компетентності у підготовці вчителів. Зрештою, у дослідженні наголошено на трансформаційній ролі міжкультурно компетентних педагогів у побудові інклюзивних навчальних спільнот та сприянні глобальній громадянськості.

Ключові слова: міжкультурна комунікація, міжкультурна компетентність, підготовка вчителів, глобалізація, європейська інтеграція, досвідне навчання, телеспівпраця, інклюзивна освіта, культурне різноманіття, професійний розвиток.

DANYLYUK Serhiy –

Doctor in Pedagogy, Professor,

Professor of Foreign Languages Department

Bohdan Khmelnytsky National University of Cherkasy

ORCID: <https://orcid.org/0000-0002-0656-2413>

e-mail: sergey.danilyuk75@gmail.com

KULISH Iryna –

PhD in Pedagogy, Associate Professor,

Chair of Foreign Languages Department

Bohdan Khmelnytsky National University of Cherkasy

ORCID: <https://orcid.org/0000-0002-5375-5429>

e-mail: irinakulish@ukr.net

ZINCHENKO Anna –

PhD in Pedagogy, Senior Lecturer of

Foreign Languages Department

Bohdan Khmelnytsky National University of Cherkasy

ORCID: <https://orcid.org/0000-0003-0319-021X>

e-mail: zinchenkoann36@gmail.com

THEORETICAL FOUNDATIONS OF FUTURE TEACHERS' TRAINING FOR INTERCULTURAL COMMUNICATION IN THE CONTEXT OF GLOBALIZATION AND EUROPEAN INTEGRATION

The article explores the theoretical foundations and pedagogical approaches to preparing future teachers for effective intercultural communication within the context of globalization and European integration. It emphasizes the growing importance of intercultural competence as an essential component of professional teacher training in multicultural educational environments. The study outlines the key conceptual dimensions of intercultural competence – cognitive, affective, and behavioral—and analyzes how these contribute to educators' ability to foster inclusive, culturally responsive classrooms. Drawing on contemporary theoretical frameworks such as Byram's model of intercultural communicative competence and the Intercultural Development Continuum, the authors discuss ways of integrating these models into teacher education curricula. Special attention is paid to experiential and reflective learning strategies, including telecollaboration, simulations, and intercultural workshops, which promote empathy, adaptability, and cross-cultural understanding among pre-service teachers. Comparative insights into European and non-European educational practices demonstrate diverse institutional approaches to cultivating intercultural competence through multilingualism, community engagement, and professional development initiatives. The article argues that systematic incorporation of intercultural training into teacher education enhances educators' readiness to work effectively in diverse classrooms and supports social cohesion in an increasingly interconnected world. The conclusions highlight the necessity of continuous professional growth, institutional support, and collaborative advocacy to overcome systemic barriers and ensure sustainable development of intercultural competence in teacher training. Ultimately, the study underscores the transformative role of interculturally competent educators in building inclusive learning communities and promoting global citizenship.

Keywords: intercultural communication; intercultural competence; teacher education; globalization; European integration; experiential learning; telecollaboration; inclusive education; cultural diversity; professional development.

Statement and justification of the relevance of the problem. The dynamics of globalization and European integration have significantly heightened cultural diversity within educational contexts, necessitating an emphasis on intercultural competence among educators [1]. As classrooms increasingly reflect a mosaic of cultures, future teachers must develop the ability to engage in effective intercultural communication and foster an inclusive atmosphere conducive to learning [3]. Intercultural competence encompasses not only linguistic skills but also the ability to understand and apply cultural knowledge, the willingness to engage with diverse perspectives, and the skillful management of cultural differences [9]. This article will explore the theoretical foundations of training future teachers for intercultural communication, emphasizing the integration of effective pedagogical methods, frameworks, and

innovative strategies in the context of both globalization and European cultural diversity.

As societies become more interconnected through globalization, educators are tasked with preparing students to thrive in a diverse, multicultural world. This preparation involves more than imparting knowledge; it requires cultivating skills that empower students to navigate complex cultural landscapes. The concept of intercultural competence is therefore not merely beneficial – it is essential in enabling educators to support their students' development in a culturally nuanced environment. Intercultural communication competence is defined as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” [9]. This definition encompasses various components, including knowledge of cultural norms,

communication styles, and the ability to reflect on one's cultural identity and biases.

Analysis of recent research and publications.

The issue of developing intercultural competence in teacher education has been the focus of growing scholarly attention over the past decades. Numerous researchers emphasize that globalization and European integration processes have transformed educational environments into culturally diverse spaces, demanding that future teachers acquire intercultural communication skills to ensure inclusivity and mutual understanding in the classroom. Scholars such as M. Biasutti, E. Concina, S. Frate [1] highlight the role of intercultural education in promoting social sustainability and professional growth among teachers. Similarly, T. H. H. Chau, V. Truong [2] examine the integration of intercultural components into English language teaching, emphasizing the necessity of aligning theoretical principles with practical classroom applications.

Further studies by R. Clouet [4], M. Gazioglu, B. Güner [7], L. Havrilova, O. Beskorsa, O. Ishutina, H. Kapnina, Y. Topolnyk [9] focus on incorporating intercultural communication studies into university curricula as a means of preparing educators for culturally diverse settings. These works collectively underline the multidimensional nature of intercultural competence, which includes cognitive, affective, and behavioral dimensions. Researchers have provided theoretical frameworks that define intercultural communicative competence as the ability to interact effectively and appropriately with individuals from different cultural backgrounds.

Recent empirical research also emphasizes the importance of technology-mediated communication and telecollaboration as powerful tools for fostering intercultural awareness among future teachers [3; 19]. These approaches not only expand linguistic proficiency but also strengthen critical thinking and empathy in cross-cultural interactions. Comparative analyses by S. Thapa [16], M. Uyun [18], and N. Yücel, A. Yavuz [21] further demonstrate that teacher training programs integrating intercultural communication strategies contribute to greater inclusivity, adaptability, and global citizenship.

Thus, the reviewed studies collectively reveal a consensus that intercultural competence should become a fundamental component of teacher education. They also indicate a continuing need for innovative pedagogical models and institutional support mechanisms that enhance pre-service teachers' readiness to work effectively in multicultural contexts.

The purpose of the article is to substantiate the theoretical foundations and pedagogical approaches to training future teachers for effective intercultural communication in the context of globalization and European integration.

Presentation of the main research material. A significant component of enhancing intercultural competence involves the integration of pedagogical practices that promote intercultural awareness. Educational institutions must prioritize the inclusion of intercultural communication studies within their curricula to equip educators adequately. A robust intercultural education framework provides struc-

tured approaches for connecting core elements of intercultural communication to practical classroom applications [9]. This structured approach is vital for fostering understanding and respect among students from different cultural backgrounds.

Effective teacher training programs should incorporate diverse methodologies that focus on the dimensions of intercultural communication. These dimensions include the ability to interpret and reflect on both linguistic and sociocultural contexts, thus allowing educators to reconstruct and develop students' communication skills and worldviews [21]. Such practices align well with the principles of critical pedagogy that advocate for teachers as "transformative change agents". By challenging societal issues through dialogic interaction, educators can empower students to engage actively in their learning processes and develop the critical thinking skills necessary for understanding complex cultural dynamics.

Beyond the theoretical aspects, practical applications of intercultural training are equally pertinent. Telecollaboration, for instance, serves as an influential method for enhancing intercultural competence among educators. It facilitates meaningful interactions between teacher trainees from diverse backgrounds, providing opportunities for real-time collaboration and dialogue that deepen their understanding of differing cultural contexts [3; 19]. This model offers a platform for language and cultural exchange, where students can engage in projects that require negotiation and cooperation across cultural barriers, thus cementing their skills in intercultural communication.

Moreover, there is a growing acknowledgment of the necessity for ongoing professional development that focuses on intercultural competence. Continuous engagement with culturally diverse communities allows teachers to reflect on their practices and enhance their effectiveness in addressing the needs of all learners [21]. Training initiatives should align with best practices that leverage online resources, conferences, and workshops to maintain cultural learning as a lifelong endeavor.

The efforts to cultivate intercultural communication skills not only bear significance for individual educators but also resonate beyond the classroom, impacting the broader educational landscape. Schools must adapt to their diverse populations by implementing policies and practices that support inclusivity. This adaptability is essential for engaging with migrant children and families, who may possess different cultural expectations and communication styles. Understanding these dynamics can foster a supportive environment that encourages cooperation and enhances educational outcomes across cultural lines [2].

The imperative to foster intercultural communication skills in future educators cannot be overstated. As globalization continues to shape societal interactions, intercultural competence must become a focal point in teacher education. By integrating effective pedagogical strategies, robust assessment frameworks, and innovative practices, teacher education programs can prepare future

educators to meet the challenges of culturally diverse classrooms, ultimately promoting an inclusive educational system that recognizes and values diversity.

Intercultural competence is defined as the capability to communicate effectively and appropriately with individuals from various cultural backgrounds, which includes understanding and respecting cultural identities, perspectives, and practices [4]. This competence encompasses several dimensions, including cognitive, affective, and behavioral aspects, which form the foundation upon which educators can build meaningful relationships in diverse classrooms [5].

The cognitive dimension refers to knowledge about cultural norms, values, and communication styles; the affective dimension involves attitudes of openness and empathy towards different cultures; and the behavioral aspect relates to the ability to adjust communication strategies effectively in intercultural interactions. By integrating these dimensions, educators can create a learning environment that is inclusive and sensitive to the diverse needs of all students.

The importance of intercultural competence in education is significant. Research has shown that culturally diverse classrooms enhance student engagement, social interaction, and overall academic performance [6]. Students exposed to a rich cultural context gain opportunities to learn from varied perspectives, fostering critical thinking and collaboration – skills essential for success in today's interconnected world. Moreover, as the global landscape continues to evolve, the increasing demand for educators adept in intercultural communication becomes evident, making it crucial for teacher training programs to prioritize the development of these competencies.

The evolving landscape of teacher education highlights the urgent need for educators capable of navigating multicultural settings adeptly and facilitating inclusive environments that embrace diversity [7]. As cultural interaction becomes pronounced in educational spaces, it is essential for teacher educators to model inclusive practices and engage with students' diverse backgrounds. Moreover, intercultural competence enhances teachers' proficiency in understanding their role as educational leaders – addressing cultural biases, minimizing misunderstandings, and promoting equity within the classroom [10].

In light of these factors, teacher training programs must actively incorporate elements of intercultural competence into their curricula, equipping future educators with the knowledge, skills, and attitudes necessary to succeed in increasingly diverse educational contexts [11]. Without such preparation, educators may struggle to create environments that effectively support and empower all students, ultimately hindering their academic success and personal growth.

Effective training in intercultural competence necessitates the creation of integrated curricula that emphasize experiential learning, reflective practice, and cultural immersion [12]. A comprehensive approach to curriculum design allows pre-service

teachers to engage with diverse cultural contexts actively, encouraging them to develop the nuanced understanding required for effective teaching in multicultural environments.

By incorporating practical opportunities such as internships, field experiences, and collaborative projects with international peers, educational programs enhance their students' intercultural awareness and practical application of skills necessary for engaging diverse learners [13]. Research highlights that such experiential opportunities significantly improve critical competencies, including empathy, adaptability, and cultural sensitivity – all vital for effective teaching in a globalized classroom [14]. Engaging in an immersive learning environment allows preservice teachers to confront their biases and develop deeper connections to their own cultural identities [15].

The integration of real-world experiences into the curriculum can help circumvent common challenges that arise in intercultural communication. For instance, teacher preparation programs should integrate the use of telecollaboration as a systematic approach to enhance intercultural competence. Telecollaboration provides students with opportunities for authentic interactions with peers from different cultural backgrounds, allowing them to engage in joint projects, discussions, and shared problem-solving [15].

Moreover, the curriculum could highlight critical frameworks such as the intercultural Can-Do Statements designed by the American Council on the Teaching of Foreign Languages (ACTFL) and the intercultural components of the Council of Europe's European Language Portfolio. These frameworks provide clear guidelines for assessing and promoting intercultural competence within the educational context [16]. By developing a coherent curriculum that aligns with these standards, teacher education programs can create a solid foundation for nurturing intercultural awareness among future educators.

Additionally, integrating theoretical components that ground teachers in the beliefs, values, and goals relevant to intercultural competence can enhance their preparedness to address the complexities of diverse classrooms [17]. Educators equipped with this understanding can effectively model cultural sensitivity and inclusivity in their teaching practices.

The integration of intercultural competence training into teacher education curricula is a critical step toward fostering a more inclusive educational system. By emphasizing experiential learning and reflective practices while providing structured opportunities for cultural immersion, teacher education programs can prepare future educators to successfully navigate the challenges of multicultural classrooms [18]. This process not only benefits teachers but ultimately promotes positive outcomes for all learners, cultivating a new generation of educators capable of fostering culturally responsive and equitable learning environments.

One of the critical theoretical frameworks for understanding the development of intercultural competence is the Intercultural Development Continuum (IDC) [3]. This model conceptualizes

intercultural sensitivity as a progression from ethnocentric stages (such as denial and defense) to ethnorelative stages (like acceptance, adaptation, and integration). The ethnocentric stages are characterized by a lack of awareness regarding cultural differences, while the ethnorelative stages indicate a deeper understanding and appreciation of these differences. Implementing the IDC framework in teacher education programs allows for the assessment of pre-service teachers' initial competencies in intercultural interactions and directs targeted interventions to enhance their intercultural skills progressively.

Educators utilizing the IDC model can facilitate structured learning experiences that promote growth from one stage to the next. For example, they can create learning modules that challenge students' ethnocentric views through exposure to diverse perspectives, encourage empathy toward other cultures, and develop practical strategies for adaptation and integration within multicultural settings. As a practical application of the IDC framework, educators often employ reflective activities, case studies, and simulations that help students navigate cultural scenarios, thus moving them through the continuum toward greater intercultural effectiveness.

Similar concepts, such as Byram's model of intercultural communicative competence (ICC), offer valuable insights into the development of language skills alongside cultural awareness [20]. Byram's model emphasizes the importance of attitudes, knowledge, skills, and critical cultural awareness as essential components of effective language teaching and intercultural communication. It posits that effective intercultural communication requires learners to develop a sense of curiosity about other cultures and a willingness to engage in dialogue. By integrating Byram's model with the IDC framework, educators can create a robust curricular design that simultaneously addresses language acquisition and intercultural understanding.

Teachers can incorporate activities that not only enhance linguistic skills but also develop critical cultural sensitivities by exploring topics such as cultural taboos, communication styles, and social norms. This approach reinforces both the cognitive and affective dimensions of intercultural competence, allowing future educators to operate more effectively in their classrooms [3].

In recent years, telecollaboration has emerged as a highly effective methodology for promoting intercultural competence among future teachers [22]. By connecting classrooms in different countries through technology, telecollaboration enables students to engage in meaningful dialogues and collaborative projects. This engagement leads to a richer understanding of cultural perspectives and practices, fostering relationships that transcend geographic boundaries [1].

Research has demonstrated that telecollaboration fosters linguistic development while also expanding students' worldviews and associating them with a global learning community [19]. This interconnectedness is critical in preparing teachers for the increasingly diverse student populations they will encounter in their careers. By participating in

telecollaborative projects, teacher candidates can develop critical intercultural communication skills, including negotiation, adaptability, and cooperative learning – essential competencies for effective teaching in multicultural contexts [2].

For example, through virtual exchange initiatives such as the "Pen Pals" project, teacher candidates can build communicative competence and intercultural awareness, allowing them to better understand the complexities of teaching in diverse educational settings [19]. Such projects encourage learners to participate in active discussions, share cultural artifacts, and engage in joint problem-solving tasks that require them to navigate cultural differences effectively.

Moreover, to enhance the effectiveness of telecollaboration, it is crucial for educators to be mindful of the facilitation process. Competent facilitators who are knowledgeable about intercultural communication should guide telecollaborative activities, providing support and intervention when needed. These facilitators can assist in bridging cultural gaps, highlighting the importance of cultural nuances, and ensuring meaningful engagement among participants.

The advantages of telecollaboration extend beyond the improvement of language skills and intercultural competence. Research indicates that engaging in telecollaborative projects encourages student motivation and investment in their learning – a crucial aspect of successful language acquisition and cultural understanding [4]. Furthermore, students are empowered to reflect on their roles in a democratic society, enhancing their sense of global citizenship.

Telecollaboration represents a foundational strategy for developing intercultural competence in teacher education. By providing authentic, real-world contexts for learning, telecollaboration equips future educators with the skills they require to effectively teach in culturally diverse classrooms. As globalization continues to shape educational landscapes, telecollaboration will undoubtedly play a pivotal role in bridging cultural divides and fostering an inclusive learning environment [5].

Incorporating experiential learning strategies into teacher education programs significantly enhances teacher preparation by allowing pre-service educators to practice and build their intercultural competence in supportive environments. Experiential learning strategies, such as simulations, role-playing, and intercultural workshops, empower future teachers to confront their preconceived notions and biases while facilitating engagement with diverse viewpoints and cultural contexts [6]. For example, role-playing exercises can simulate real-life scenarios involving cultural negotiation or conflict resolution, thereby equipping educators with the practical skills they need to address intercultural challenges in the classroom. Participants in these activities not only develop cognitive understanding but also engage emotionally, fostering empathy toward others' experiences and perspectives.

Research highlights the use of interactive cognitive strategies – such as group discussions, case

studies, and peer reflection sessions – as effective tools for cultivating a multilingual personality among future teachers [7]. These methods encourage teacher candidates to collaborate and learn from one another, leading to a deeper collective understanding of cultures. By discussing case studies that reflect intercultural dilemmas or successes, pre-service teachers can critically analyze real-world issues and contemplate their potential responses, thus improving their skills in culturally responsive teaching.

An essential element of experiential learning is reflection. Educators who incorporate reflective practices, asking students to consider what they learned from their experiences and how their perspectives may have shifted, create opportunities for growth and deeper understanding [10]. Reflection can be facilitated through structured journals, discussions, or guided questions that prompt students to analyze their feelings and reactions to different cultural interactions. This reflection fosters a cycle of continuous improvement, encouraging teacher candidates to actively apply their learning to their future classrooms.

Moreover, intercultural workshops can complement experiential learning by engaging pre-service teachers in structured, immersive environments that feature real-world examples of cultural interactions. For instance, workshops might involve guest speakers from diverse cultural backgrounds or interactive cultural festivals that provide firsthand exposure to different customs, traditions, and communication styles [11]. Such initiatives help in building the confidence and cultural competence necessary to engage effectively with students from various backgrounds.

Experiential learning strategies also pave the way for understanding the importance of cultural humility, encouraging future educators to recognize that intercultural competence is an ongoing journey rather than a finite skill. By promoting interactions and experiences that challenge stereotypes and expand worldviews, teacher education programs prepare graduates to be dynamic, culturally aware educators who can facilitate learning in multicultural settings [12].

Curriculum development plays a crucial role in integrating intercultural communication training into teacher education programs. Effective implementation requires a well-structured curriculum that incorporates intercultural modules focusing on cultural awareness, communication styles, and pedagogical strategies tailored for diverse classrooms [13]. By embedding these components throughout the curriculum, teacher education programs can significantly enhance pre-service teachers' readiness to work in multicultural environments.

Specifically, intercultural modules should cover essential themes such as cultural identity, power dynamics, and effective communication across cultures. Courses may utilize case studies and comparative analyses that explore cultural norms and values, allowing teacher candidates to develop a nuanced understanding of how these factors influence behavior in educational settings [14]. The curriculum should also integrate practical applications, including

teaching strategies that support English Language Learners (ELLs) and students from underrepresented cultural backgrounds.

Research has indicated that systematic integration of intercultural components increases the effectiveness of teacher training programs, empowering graduates to confidently navigate cultural differences within their professional practices [15]. Moreover, a culturally responsive pedagogy that values diversity and promotes inclusivity helps future teachers develop a repertoire of strategies for engaging all students, thereby enhancing student learning outcomes and ensuring educational equity.

The role of ongoing professional development cannot be overstated in reinforcing intercultural competence. Workshops, seminars, and collaborative learning experiences should accompany initial teacher training, allowing educators to reflect on their practices and learn new strategies for engaging with culturally diverse populations [16]. Continuous participation in intercultural competence training – integrated with their field experiences – enables educators to refine their pedagogical approaches and adapt to the evolving challenges they may face in the classroom.

Particular emphasis should be placed on fostering partnerships with local communities, cultural organizations, and educational institutions that serve diverse populations. Such collaborations can enrich the teacher education curriculum with insights and resources directly from the community, enabling teacher candidates to engage more meaningfully with cultural contexts and practices relevant to their future students [17].

The integration of intercultural communication training in teacher education curricula requires a comprehensive approach that incorporates experiential learning strategies, critical reflective practices, and, crucially, ongoing professional development. By fostering cultural awareness and equipping future educators with the necessary skills to navigate multicultural classrooms successfully, we empower them to enrich the educational experiences of all students and contribute to an inclusive educational environment that leverages cultural diversity.

As teacher education programs across the globe grapple with the challenges posed by intercultural communication, various countries have made noteworthy strides in developing effective frameworks. For instance, programs in European nations often emphasize multilingualism and multicultural education, equipping future teachers with the skills to cultivate inclusive practices in diverse classrooms [18]. The recognition of the importance of intercultural competence in teacher training is reflected in various national policies aimed at fostering this skill among educators.

Countries like Finland and Sweden have implemented comprehensive teacher education frameworks that integrate intercultural competence throughout their curricula. This focus aims to prepare educators not only to teach linguistic skills but also to nurture students' cultural awareness and sensitivity, thereby enhancing their ability to function in a multicultural society [20]. Collaborative research

initiatives, such as those supported by the European Union for teacher training programs, facilitate the sharing of best practices and experiences that contribute to the growth of intercultural competence in teacher education internationally.

In addition to European approaches, some non-European countries have also adopted measures to strengthen intercultural training within their educational systems. Countries in Asia, like Japan and South Korea, are increasingly recognizing the need for intercultural education due to their growing global interactions. The introduction of programs that encourage language exchange and cultural immersion is becoming more common, enabling future educators to acquire skills necessary for teaching in increasingly diverse environments [22].

Such comparative frameworks illuminate effective practices in various educational contexts and provide valuable insights on how cultural considerations can be embedded in teacher training. By examining successful international models, educational institutions can develop their tailored approaches to intercultural competence, creating a rich tapestry of practices that resonate with local cultural contexts while adopting global standards.

As multiculturalism becomes a prominent feature in contemporary educational settings, integrating cultural diversity into teacher training curricula is crucial for all future educators [1]. Teacher training programs must evolve to encompass this diversity, ensuring that future educators are well prepared to create classrooms that respect and accommodate the various backgrounds of their students. Fostering an understanding of global citizenship enables educators to address not only academic needs but also the social and cultural dimensions intrinsic to learning in diverse environments.

Effective approaches to addressing cultural diversity in teacher training include community engagement, where future teachers collaborate with local communities and minority groups. Programs that promote interactions with diverse populations allow educators to gain insights into social hierarchies, cultural nuances, and the lived realities of their students. This understanding is crucial in enabling teachers to create more comprehensive and equitable educational practices that affirm students' identities and experiences [2].

Additionally, it is essential for teacher education courses to incorporate discussions about cultural contexts and the impact of systemic racism or bias within educational systems. Understanding these critical issues empowers educators to confront and challenge inequities both within their classrooms and in the broader educational landscape. Programs that address these complexities not only enrich teacher training but also equip educators to be advocates for social justice and equity in their professional practices.

Ongoing professional development should accompany initial teacher training, reinforcing intercultural competence development through workshops, seminars, and collaborative learning experiences. Current educators will significantly benefit from continued opportunities to reflect upon their

practices and engage with emerging intercultural pedagogy as they navigate increasingly diverse classroom settings.

Moreover, educational institutions should establish partnerships with culturally diverse communities to create mentorship opportunities for pre-service teachers, facilitating deeper engagement with the local context and fostering collaborative action toward inclusivity and understanding. This collaboration enriches teacher training as it connects theoretical knowledge with practical experiences and real-world challenges.

Addressing cultural diversity through innovative curriculum design and community engagement in teacher training is vital for preparing future educators to thrive in multicultural environments. By effectively integrating cultural perspectives into teacher education, educational institutions can foster a generation of teachers who are not only culturally competent but also culturally responsive and committed to promoting inclusive practices in their classrooms and communities. To succeed in this endeavor, ongoing collaboration and reflective practice are essential to adapt to the ever-changing landscapes of culture and education in the 21st century.

Conclusions and discussion. Despite the advancements made in integrating intercultural communication training into teacher education programs, numerous challenges persist. Schools often encounter systemic barriers, including a lack of resources, insufficient institutional support, and resistance to curricular change [4]. This resistance frequently stems from traditional educational practices that do not prioritize intercultural education, impeding necessary adjustments in teacher training frameworks. Limited financial resources and inadequate professional development opportunities further exacerbate these challenges, leaving educators ill-prepared to address diverse classroom dynamics [5].

To overcome these obstacles, educational stakeholders must advocate for policies that prioritize intercultural competence and support teachers' professional development [8]. It is essential for education authorities to recognize the impact of cultural competence on student learning and engagement, particularly in an era where classrooms are increasingly multicultural. Advocacy could involve enhancing funding for multicultural programs, developing educational resources that foster intercultural understanding, and structuring professional development initiatives tailored to enhancing teachers' intercultural skills.

Moreover, recognizing the importance of intercultural training at all levels of education – primary, secondary, and higher education – is crucial. Integrating intercultural competence across the entire educational spectrum could normalize its significance, ensuring that it is viewed as an expected area of focus within teacher training programs [6]. Engaging in concerted advocacy efforts can also foster community involvement, allowing local cultural organizations and minority groups to collaborate with educational institutions to provide insights and resources for teacher education.

Future research should explore the long-term impacts of intercultural competence training on educators' teaching efficacy and student outcomes. Investigations into these connections can provide a compelling case for ongoing curriculum reform and comprehensive teacher training initiatives [7]. This research should employ both qualitative and quantitative methodologies, examining immediate effects and long-term outcomes on educator effectiveness and student achievement in multicultural settings.

Moreover, as the teaching landscape continues to evolve, research should investigate how intercultural communication skills can adapt to address emerging global challenges. This is particularly important in a rapidly changing world, where issues such as migration, globalization, and socio-political tensions increasingly affect classroom dynamics. Understanding how intercultural competencies can prepare educators to tackle these challenges will be essential for training programs aiming to produce competent and adaptable teaching professionals [10].

The need to re-evaluate assessment methods for intercultural competence in teachers is also paramount [11]. Existing assessments may not accurately capture the multifaceted nature of intercultural competence. Developing robust assessment frameworks that reflect this complexity can guide educator training programs toward more effective interventions. Given the dynamic and experiential nature of intercultural learning, assessment should prioritize reflection, self-evaluation, and peer reviews.

Lastly, teacher education programs must cultivate a mindset of lifelong learning among educators, emphasizing that intercultural competence development is an ongoing journey rather than a finite goal. Through consistent professional development, teachers should be encouraged to engage in reflective practices that help them continue to grow in their intercultural understanding and adaptability. Workshops, seminars, and discussions focusing on the latest research and practices in intercultural education can significantly contribute to building a community of reflective practitioners committed to fostering inclusive environments in their classrooms.

While there are significant challenges to integrating intercultural communication training into teacher education programs, proactive measures through advocacy, research, curriculum development, and continuous professional development can enhance the effectiveness of these initiatives. By addressing the complexities of intercultural training, educational stakeholders can ensure that future teachers are better equipped to create inclusive learning environments that recognize and celebrate cultural diversity.

The training of future teachers for intercultural communication is an essential component of effective pedagogy in today's globalized education landscape. The increasing complexity of multicultural classrooms demands that educators possess strong intercultural competence – a skill set that encompasses the abilities to navigate cultural differences, foster collaboration, and encourage inclusive practices among diverse student populations. Integrating theoretical frameworks, experiential

strategies, and comprehensive curricula allows teacher education programs to elevate teachers' intercultural competence and effectively prepare them for the responsibilities they will face in multicultural educational environments.

As globalization continues to impact educational systems worldwide, educational institutions must commit to developing interculturally competent educators who can not only engage students but also inspire them to embrace diversity as a strength within the learning community. In this rapidly evolving context, educators are called to be more than just instructors; they must become cultural mediators who guide their students through the complexities of an interconnected world. By promoting intercultural understanding and sensitivity in their teaching, future educators can play a critical role in building a more inclusive society.

Furthermore, through collaborative efforts and innovative pedagogical practices, educators will be well-equipped to navigate and embrace cultural diversity. Telecollaboration initiatives and experiential learning strategies provide practical avenues for enhancing intercultural competence and allowing future teachers to interact with peers from different backgrounds [3]. These strategies not only improve teachers' awareness of their own cultural biases but also develop their ability to advocate for cultural inclusivity in their classrooms.

However, the journey toward intercultural competence is ongoing and requires sustained effort from both educational institutions and individual educators. Systemic barriers, such as resource limitations and institutional resistance to change, must be addressed through collaborative advocacy efforts [12]. Conversations around intercultural education should involve multiple stakeholders, including teacher educators, policymakers, and community organizations, to foster a shared commitment to effective intercultural training across the educational sector [12].

Conclusions and prospects for further exploration of the direction. Integrating intercultural competence into teacher training is a visionary step toward nurturing educative environments that celebrate diversity and promote positive social interactions. The future of education relies on the ability of educators to develop students' intercultural communicative competence, fostering both personal growth and societal cohesion. By equipping teachers with the necessary tools and knowledge to navigate the diverse landscape of education, we can ensure that all students have the opportunity not just to succeed academically but also to thrive as responsible global citizens, actively participating in and contributing to their communities.

REFERENCES

1. Biasutti, M., Concina, E., & Frate, S. (2019). Social Sustainability and Professional Development: Assessing a Training Course on Intercultural Education for In-Service Teachers. *Sustainability*, 11(5), 1238. <https://doi.org/10.3390/su11051238>.
2. Chau, T. H. H., & Truong, V. (2019). The Integration of Intercultural Education into Teaching English: What Vietnamese Teachers Do and Say.

International Journal of Instruction, 12(1), 441–456. <https://doi.org/10.29333/iji.2019.12129a>. [in English]

3. Çiftçi, E. Y., & Savaş, P. (2018). The role of telecollaboration in language and intercultural learning: A synthesis of studies published between 2010 and 2015. *ReCALL*, 30(3), 278–298. <https://doi.org/10.1017/S0958344017000313>. [in English]

4. Clouet, R. (2012). Studying the role of intercultural competence in language teaching in upper secondary education in the Canary Islands, Spain. *Onomázein*, 26, 309–334. <https://doi.org/10.7764/onomazein.26.11>. [in English]

5. Estaji, M., & Tabrizi, S. (2022). Teachers' perceptions and strategies in the development of intercultural communicative competence: The case of international school teachers in Iran. *Research in Comparative and International Education*, 17(3), 528–545. <https://doi.org/10.1177/17454999221077859>. [in English]

6. Figueredo-Canosa, V., Ortiz Jiménez, L., Sánchez Romero, C., & López Berlanga, M. C. (2020). Teacher Training in Intercultural Education: Teacher Perceptions. *Education Sciences*, 10(3), 81. <https://doi.org/10.3390/educsci10030081>. [in English]

7. Gazioglu, M., & Güner, B. (2021). Foreign Language Teachers' Intercultural Competence as a New Aspect of Professional Development. *Journal of Culture and Values in Education*, 4(2), 27–41. <https://doi.org/10.46303/jcve.2021.3>. [in English]

8. Gómez-Zermeño, M.G. (2018). Strategies to identify intercultural competences in community instructors. *Journal for Multicultural Education*, Vol. 12, No. 4, 330–342. <https://doi.org/10.1108/JME-12-2016-0062>. [in English]

9. Havrilova, L., Beskorsa, O., Ishutina, O., Kapnina, H., & Topolnyk, Y. (2021). Introduction of Intercultural Communication Studies into the Curriculum of Pedagogical University. *Revista Romaneasca Pentru Educatie Multidimensionala*, 13(3), 448–467. <https://doi.org/10.18662/rrem/13.3/461>. [in English]

10. Lee, K. (2018). Implementing computer-mediated intercultural communication in english education: a critical reflection on its pedagogical challenges. *Journal of Computer Assisted Learning*, 34(6), 673–687. <https://doi.org/10.1111/jcal.12275>. [in English]

11. Lee, L., & Markey, A. (2014). A study of learners' perceptions of online intercultural exchange through Web 2.0 technologies. *ReCALL*, 26(3), 281–297. <https://doi.org/10.1017/S0958344014000111>. [in English]

12. Miao, J., & Lepeyko, T. (2023). Developing college teachers' intercultural sensitivity in a multicultural environment (Desarrollo de la sensibilidad intercultural de los docentes universitarios en entornos multiculturales). *Culture and Education: Cultura y Educación*, 35(2), 450–473. <https://doi.org/10.1080/11356405.2023.2177008>. [in English]

13. Mykytenko, N. ., Fedorchuk, M. ., Ivasyuta, O. ., Hrynya, N. ., & Kotlovskyi, A. (2022). Intercultural Communicative Competence Development in Journalism Students. *Advanced Education*, 9(20), 121–131. <https://doi.org/10.20535/2410-8286.261521>. [in English]

14. Oranje, J., & Smith, L. F. (2017). Language teacher cognitions and intercultural language teaching: The New Zealand perspective. *Language Teaching Research*, 22(3), 310–329. <https://doi.org/10.1177/1362168817691319>. [in English]

15. Sevime Sahin, A. (2020). A survey on the intercultural communicative competence of ELT undergraduate students. *Eurasian Journal of Applied Linguistics*, 6(2), 141–153. <https://doi.org/10.32601/ejal.775793>. [in English]

16. Thapa, S. (2020). Assessing Intercultural Competence in Teacher Education: A Missing Link. In: Westerlund, H., Karlson, S., Partti, H. (eds) *Visions for Intercultural Music Teacher Education. Landscapes: the Arts, Aesthetics, and Education*, vol 26. Springer, Cham. https://doi.org/10.1007/978-3-030-21029-8_11. [in English]

17. Tran, T.Q., & Duong, T.M. (2018) The effectiveness of the intercultural language communicative teaching model for EFL learners. *Asian-Pacific Journal of Second and Foreign Language Education*, 3, 6. <https://doi.org/10.1186/s40862-018-0048-0>. [in English]

18. Uyun, M. (2022). Prospective Teachers' Intercultural Sensitivity as the Effort to Actualize the Multicultural Education. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 2917–2934. <https://doi.org/10.35445/alishlah.v14i3.1923>. [in English]

19. Üzümlü, B., Akayoglu, S., & Yazan, B. (2020). Using telecollaboration to promote intercultural competence in teacher training classrooms in Turkey and the USA. *ReCALL*, 32(2), 162–177. <https://doi.org/10.1017/S0958344019000235>. [in English]

20. Yanshi, L. (2023). An Empirical Study on Intercultural Competence of Chinese University Teachers Working with Bachelor-Translators. *Scientific Journal of Polonia University*, 56(1), 154–160. <https://doi.org/10.23856/5622>. [in English]

21. Yücel, N., & Yavuz, A. (2019). Rethinking Intercultural Training in Teacher Training. *Journal of Intercultural Communication*, 19(3), 1–10. <https://doi.org/10.36923/jicc.v19i3.793>. [in English]

22. Żammit, J. (2021). Maltese as a foreign language educators' acquisition of intercultural capabilities. *Asian-Pacific Journal of Second and Foreign Language Education*, 6, 9. <https://doi.org/10.1186/s40862-021-00116-3>. [in English]

ВІДОМОСТІ ПРО АВТОРІВ

ДАНИЛЮК Сергій – доктор педагогічних наук, професор, професор кафедри іноземних мов Черкаського національного університету імені Богдана Хмельницького.

Наукові інтереси: структурно-функціональні особливості електронних текстів різноманітних інтернет-жанрів, формування професійної компетентності фахівців засобами інтернет-технологій.

КУЛІШ Ірина – кандидат педагогічних наук, доцент, завідувач кафедри іноземних мов Черкаського національного університету імені Богдана Хмельницького.

Наукові інтереси: іноземна мова професійного спрямування, розвиток навичок 21 століття, CLIL.

ЗІНЧЕНКО Анна – кандидат педагогічних наук, старший викладач кафедри іноземних мов Черкаського національного університету імені Богдана Хмельницького.

Наукові інтереси: методика викладання іноземних мов, міжкультурна комунікація, професійна освіта.

INFORMATION ABOUT THE AUTHORS

DANYLYUK Serhiy – Doctor in Pedagogy, Professor, Professor of Foreign Languages Department Bohdan Khmelnytsky National University of Cherkasy.

Scientific interests: structural-and-functional specific features of electronic texts of various Internet genres; development of specialists' professional competence by means of Internet technologies..

KULISH Iryna – PhD in Pedagogy, Associate Professor, Chair of Foreign Languages Department Bohdan Khmelnytsky National University of Cherkasy.

Scientific interests: foreign language for specific purposes (LSP); developing 21st-century skills, CLIL.

ZINCHENKO Anna – PhD in Pedagogy, Senior Lecturer of Foreign Languages Department Bohdan Khmelnytsky National University of Cherkasy.

Scientific interests: methodology of foreign languages teaching, intercultural communication, professional education.

Стаття надійшла до редакції 22.08.2025 р.

Стаття прийнята до друку 30.08.2025 р.