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**PEDAGOGICAL CONDITIONS OF TRAINING FUTURE TEACHERS TO
CREATE INTERCULTURAL INTERACTION AT SCHOOL**

The article deals with the unique phenomenon “intercultural interaction of schoolchildren”. It highlights the pedagogical conditions of training future teachers to create effective intercultural communication and interaction. The demands for a modern teacher are defined as the demands for a «mediator of cultures».

The first condition is intercultural competence. In today’s globalised world the problem of intercultural competence and its creation is among the most important issues. This competence is closely connected with such a key competence as the ability to function successfully and solve possible problems in socially heterogeneous groups. It includes responsibility for the rights, interests and needs of other people and presupposes the greatest eagerness to learn cultural diversity of people and countries and the ability to use the obtained knowledge for creating effective intercultural interaction in a modern multinational society. Intercultural interaction of school children is a process of mental enrichment based on studying of the best different ethnic groups’ achievements. Preparing students for its organization presupposes systematical mastering the main point and technologies of intercultural interaction. Future teachers’ readiness for intercultural interaction at school is a result of purposeful process of interest and value formation of students, it’s a result of systematical knowledge about intercultural interaction, its essence and patterns. Expanding of practical experience is regarded as the second pedagogical condition of training future teachers to create effective intercultural communication and interaction.