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SOCIOCULTURAL DETERMINANTS IN PRIMARY SCHOOL TEACHER'S SOCIAL COMPETENCE

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Abstract. The author has substantiated the relevance of socio-cultural determinants of primary school teacher's social competence that enables the analysis of the social phenomenon under consideration in terms of multicausal dimension. The article deals with such concepts as "determinant", "socio-cultural", "person", "socio-cultural determinants", presents the typology of the determinants. The research focuses on the importance of ethnic mentality in the context of social and cultural determinants, exacerbation of social and cultural contradictions between culture and social relations in view of the submission of their amendments to different laws that are manifested in the shift of new cultural programs reproductive activity and conflicts between the historically formed programmes and innovations that are transforming them, between established and new social relations. The author specifies on the leading role of environmental factors and survival of the fittest social groups in the competition due to the characteristic of today's human society. It is emphasized that socio-cultural determinants are the major vital values, attitudes, cultural traditions that influence the activity and its results, factors that drive, facilitate or restrain the process of social competence of an individual, determine the nature of processes. What was singled out are mega-, macro, meso and microfactors, socio-cultural determinants of social competence of a primary school teacher as morphological and environmental background; collective mentality of states, thoughts, collective feelings; an apparatus of organized associations; symbols, ideas, collective values, fruits of civilization; role models, rules, signs, symptoms and ways of acting that are found with some regularity in society; social roles and collective action; socio-demographic, psycho-physical, socio-cultural characteristics, political, legal and economic systems, public activity, social networks and media, social time.

Keywords: *determinants, socio-cultural, socio-cultural determinants, social competence, personality, primary school teacher.*

The integration of Ukraine into the European educational space predetermines the need to "train a competitive human capital for high-tech innovation and development, to meet the demands of the society, state and labor market for skilled professionals, self-realization", individual competencies development (Law of Ukraine "On Higher Education"), and social competence in particular. The development of social competence (SC) depends on various determinants.

The issue of SC has been in the focus of attention of Western scholars (V. Landsheyer, John Raven, Lyle Spencer, Signe Spencer et al.), Ukrainian and Russian scholars (N. Bibik, E. Zeyer, V. Luhovyi, A. Markova, O. Savchenko, A. Khutorskyi et al.). The formation of student's, future teacher's and specialist's SC has attracted the attention of

such scholars as A. Demchyk, S. Krasnokutska, N. Lyakhova, Ye. Munits, T. Pushkareva et al., the formation of teacher's and pedagogue's SC has drawn the attention of N. Babenko and S. Kolychev. The determinants of student's (school pupil's) SC development were considered by L. Kalinina, I. Ryabukha [8], the issues of sociocultural professional and pedagogical values of primary school teachers were analyzed by I. Chervinska [20]. But for all that we can state that socio-cultural determinants of primary school teacher's SC has not yet been the subject of research.

The objective of the given paper is the identification of socio-cultural determinants in primary school teacher's social competence.

Materials that were used are: philosophical, psychological and pedagogical scientific literature and state official documents on education. Research methods - theoretical: a retrospective comparative, logical analysis to determine the state of problem under consideration; classification, synthesis, generalization – to come to the point and form the system of concepts and terminology.

There is no doubt that the value orientations of competencies, including social, have been in the dynamics of the historical flow under the influence of various factors. No wonder foreign scholars pointed out the significance of cultural context (different national characteristics, such as race, gender, age, class, ie social origin) (Cseh, 2003; Jeris and Johnson, 2004 et al.), organizational culture (Burgoyne, 1989; Canning, 1990; Kilcourse, 1994) in the sense of competence, which, in our opinion, should be reflected in socio-cultural determinants. The notion "determinant" (from Latin determinans, determinantis – one that limits, determines, from Greek – determinans, -ntis – determining, from English – determinant; from German – determinante;) various dictionaries define as a reason, followed by condition, factor or element that determines the occurrence of the phenomenon and leads to a certain result. In various fields of science the concept acquires its shades, colors and peculiar content. Various views on the category have been described in the works of R. Bezus, G. Gurvych, S. Dorochenko, V. Karasev, S. Kuchyna, S. Maksymenko et al. Thus, according to R. Bezus "determinant" is a part, component, determinant cause, condition [2]. At the same time, G. Gurvitch presents "one-dimensional social determinants" (les déterminismes sociaux unidimensionnels) as more specific, focusing on the importance of ethnic mentality. We share the opinion of the scholar in understanding the meaning of "determinant" as a universal factor, which "encourages the integration of

certain realities of social life in the social framework or environment (which have long been known, have just appeared, have been created artificially) positioning these realities in a particular place of social space, the determinant highlights them according to the functional orientation of the environment" [21, p.138]. Certainly, the integration depends on adequate perception (psychological, sociological, and historical) of the social framework where a process initiated by the influence of certain determinants occurs [21, p.137].

Regarding the understanding of the term "socio-cultural", its meaning is understood as caused by social and cultural factors (J. Russell) [16], as a culture and society that are in relationships of "seamless connection"(F. Tenbruk) as (in Sorokin's opinion) something that "people get from others through continuous interaction with culture as a carrier of super organic values" (language, religion, art, law, ethics, customs, manners, education, etc.). "Sociocultural" (according to P. Sorokin) is the base category of the social world (the world of super organics) that closely integrates personality and its interaction with other culture [16]; A. Tsyrl'nykov considers it as semantic context, real-life fabric, which reveals and involves educational phenomena and processes as a necessary measure that transforms departmental, sometimes one-sided conclusions into volumetric realities of life [19].

It can be argued that the above defined concept is used in the sense of interaction between people and groups in their life. Thus, the personality is associated with public relations system and culture as a set of values and norms. In its turn, culture and social relations between them in recurring socio-cultural contradictions (the changes occur according to different patterns) are planes of reproductive human activity. These ideas have found support in the scholars' research [4; 23].

A. Hurevych rightly states that culture always involves measuring of any phenomenon as some ideal, regardless of its implementation. At the same time, the society allows only those social relationships that can provide the required level of harmony for it. Accordingly social and cultural contradictions are sharpening that is manifested in the shift of new cultural programs reproductive activity (it results in the violation of important social relationships, loss of function); in conflicts between the historically formed programs and innovations that are transforming them, between formed and new social relations. It should be noted that reproductive activity is aimed at overcoming social and cultural antagonism restricting the contradictions within certain limits, for there are

internal contradictions within the reproductive activity itself and the consequences of changes in social relations always influence the efficiency of reproductive activity [4; 23].

On the other hand, in the core of a two-component structure of culture (core and protective belt) (with A. Rakytov) [15; 23] there have been concentrated norms standards and rules of the system of values produced in the real history of the ethnic, professional, religious and cultural whole, and special cultural protection zone acts as a filtering mechanism. Its content is predetermined and connected with the history of the community and the actual conditions in which the culture is formed, the specifics of the environment, national habits, adaptation processes civilization conditions in which the nucleus is formed as well as structures in which the core culture is implemented (folklore, mythology, superstition, national and social customs, habits, rules of everyday behavior, historical traditions, rituals, and basic language structures). A. Rakytov rightly focuses on the main function of the nucleus (a kind of social DNA) which is to preserve the identity of society, information about the history, stages of formation, living conditions of ethnic and potential (it is possible provided the high stability and minimal variability of cultural core) and transference from generation to generation [15; 23]. Thus, the insignificance of nucleus changes enables ignoring them at large historical intervals. The stability of the nucleus can be considered a negative phenomenon when a society experiences a deep transformation taking into account its recent adaptation to new conditions of life that pushes it to self-destruction. The role of adaptation mechanisms of culture nucleus to altered sociotechnologic environment can be performed by public consciousness as knowledge production relevant to the beyond culture reality and consciousness as a system of knowledge-oriented thinking within cultural processes to assess their adequacy in the current reality. Thus, self-awareness is a mechanism breakthrough of the new information into the culture nucleus aimed at information transformation and preservation of culture in general during the process of transition from one civilization to another [15; 23], and culture, in terms of life experience according to L. Majevs'ka is an ethnically specific programme, life-creative regularity, accumulating in the material, spiritual values, and symbolic systems certain knowledge, creativity, the ability of the people is a special way of certain ethnic group being, functioning in the form of life of communities, a reality in which past, present, future are in an organic integrity [12].

So social culture can be considered a determinant of social development, because all the factors that function in a society (most of them are casual non-biological, specific ways of human activities cultural phenomena) [23] or affect it, are mediated by social psychology as a social and cultural heritage. These ideas have found support in the research of S. Krapivensky.

Considering the opinion of N. Krokhmal' concerning the possibility of using sociocultural determinants, that go beyond material production, formational, civilizational approaches, to analyze social phenomena in terms of multicausal dimension (several determinants can exist together, change their influence in shaping organizational excellence of social structures) [10] we state that socio-cultural determinants of teacher's SC requires a combination of culture, history and social practices.

The sequence of determinants suggested by G. Gurvitch attracted our attention (due to the dynamic and conflicting aspects of social life, social reality). So the determinants are the following: morphological and environmental background (le déterminisme de la surface morphologique et écologique); determinants of organized associations (le déterminisme des appareils organisés); role models, rules, signs, signs and modes of action that occur with some regularity in society (le déterminisme des modèles, règles, signes, signaux et des conduits d'une certaine régularité qui les effectuent); determinant of social roles and collective action (le déterminisme des rôles sociaux et des attitudes collectives); characters, ideas, collective values and, in general, fruits of civilization (le déterminisme des symboles, idées, valeurs collectives et, plus largement, des oeuvres de civilisation); collective mentalities: states, thoughts, feelings collective (le déterminisme des mentalités collectives (des états, opinions, actes psychiques collectives) [22, p. 113]. Hence, it is important to consider social culture taking into account mental phenomena, and the approach suggested by J. Gurvitch, in our opinion, gives the way for pedagogical studies as well.

A similar point of view is found in S. Doroshenko's works concerning political studies [6]. Taking into account the fact that the teacher is faced with questions of political life (although policy is rather the aspect of public relations and does not concern professional sphere), the teacher has to know the process, to be able to convey the essence of the political situation to the students (parents, colleagues) using objectively understandable language, he should be impartial and avoid using a dumb obedient political resource. This confirms the importance of media

informational literacy, political competence as components of SC and teacher's critical thinking.

The determinants of socioeconomic inequalities by O. Balakiryeva [5], awoke our interest which should be considered in the process of working out the conception of primary school teacher's SC. In particular the characteristics are the following: socio-demographic characteristics (age, gender, ethnicity, marital status), psychological and physical symptoms (health, appearance, mentality), socio-cultural (values, morals, religion, education), political and legal system, economic system, public activity, social networks [5, p.23]. Relevant in the present conditions can be considered socio-cultural determinant of patriotism expressed in the works of M. Uzhorok [17], both cultural and historical, spiritual, moral, political, ideological, social, economic, psychological and pedagogical. The conclusion by I. Chervinska is important concerning sociocultural determination as the impact of society on anything (social and practical needs, cultural and ethnic traditions, moral and ethical principles, ideological and political attitudes). This allows us to consider the impact of sociocultural determinants in social activity, social integration, self-regulation, activation and effectiveness of social actors, and to measure the intensity of expression of socio-cultural orientations through the involvement of teachers, activation of means influencing public decision-making [20, p.246].

Thus, sociocultural determinants are major life values, attitudes, cultural traditions that influence the activity and its results. People tend to act according to their ethnic, social, cultural values and priorities, prefer specific products, services, organizations, parties, choose ways of doing household affairs, social activities, the creation of their own family, etc. It is evident that in the conditions of social change a person has to change consciously, to adapt to the socio-cultural environment, learn new social roles, develop his or her SC. Moreover, the key factors of any social change (according to P.Sorokin in "Socio-cultural dynamics and evolutionism") "are in the same socio-cultural phenomena and of the socio-cultural environment in which they occur and function". In our research we consider the term "determinant" as a factor that motivates, promotes (inhibits) the development of SC in personality and defines its essence. Therefore, our attention was attracted by the work of M. Haharin on the components of socio-cultural environment [3, p. 194], A. Mudryk, N. Zhyhaylo on the levels of socialization in our understanding of SC (mega-, macro, meso and micro levels [13, p. 295; 7], which are reflected

in the research by L. Kalinina, I. Ryabukha on four groups of factors influencing the development of student's (school pupil's) SC [8]. In particular, these are SC megafactors (space, planet, world, humanity, the material world (objects of the environment), cosmic and biological processes, ethnicity of the individual), macrofactors (country, state, society), mesofactors (nearest society: locality, its specificity, the mentality of the population, educational institution, especially its internal environment; subculture) and microfactors (age characteristics and physiological characteristics of personality, natural ability, previous experience). It is obvious that a man, his development as a structural unit of the universe and an inhabitants of the Earth is under the influence of the planet (the latter determining the existence of all biological organisms) and space (the totality of everything that exists and physically creates immediate and distant environment), a personality develops and cognizes the world interacting with it. On the other hand, the development of mankind (each person as part of a dynamic system) as a set of representatives of all social organisms (races, peoples, social and cultural groups that have ever existed and exist on Earth) is influenced by the humanity itself (genetic, historical memory, experience, etc.). Scientists rightly state that these factors can influence directly (natural processes, problems, disasters predetermine the living condition), and indirectly (e.g, historical and geographical features of the existence of races and nationalities), but remotely (in space, time) [8; 13, p. 295]. In this context it is worth mentioning Murray's opinion on the driving role of environmental factors and survival of the fittest, which correlates with group's competition. That is why the researcher pointed out that "the theory of evolution group helps to understand why the man is a social being ... and why it is both humane and cruel" [1959, p. 46]. Moreover, he stressed that the evolution can be understood appropriately taking into account the social conditions in which the evolution process occurs [18]. Therefore, A. Mudryk, N. Zhyhaylo focused on dynamic small groups that characterize today's society, their temporary, functional character determined by the new socio-cultural factors of spiritual nature [13; 7].

An important issue, in our opinion, is the characteristics of the society of the third millennium that in a global sense direct the development of its members SC (according to L.Kalinina and I.Ryabukha). These characteristics are the following: record-breaking number of the world's population (over 6 billion) and increase of the population density and social contacts; availability of advanced techno-sphere that can make dramatic

impacts on the informational and ecological system of the planet as a megafactor of human development; increasing instability of global economic processes (causes fluctuations in material and financial provision of various segments of the population), availability of large stockpiles of weapons, continued production and development of new weapons, political instability and high likelihood of armed conflict with unpredictable consequences for the individual, nations and mankind, the development of media and information technologies that can intentionally distort information for their own latently hidden purposes and act illegally, conduct destructive "information warfare" to change consciousness, people's thoughts, manipulate people (on a massive scale) influence their worldview, values, beliefs, behavior, actions [8].

The study of social and cultural determinants of primary school teacher's SC is impossible without defining the concept of "personality". Let's analyze some of the definitions. Thus, in the socio-psychological theory by A. Petrovsky – personality is a system (social) quality that can be subject to individual activities, communication and describes the extent of incorporation of social relations in the individual [14, p.386]. A similar point of view is expressed by A. Leontiev [11, p.15]. At the same time, the formation of personality traits (according to H.Kostyuk) is not determined by the immediate conditions of life, it can be determined through the activities (its psychological composition or structure) in these conditions [9, p.176], particular social environment of the person (according to B. Anan'yev) where he is not just a passive object, but at the same time the subject of creating his own environment contributing to his own development [1, p.127].

Considering the abovementioned definitions, a personality or a personal identity starts its formation since man's birth in a particular state, certain environment with its geographical location, economic, political, legal, civil order, ethnomental, moral, spiritual status; it depends on intelligence, education, occupation, health, appearance, parent's culture, time (historical period) of their birth and becoming mature, structure, values, relationships in families in which they were born and brought up, social roles they performed. During childhood and adolescence, with the beginning of working life personal identity status is to be built based on the status of the family. At the same time, changing circumstances, historical time, can transform the status, make changes in the previous one, preserving the most valuable (ethnic traditions, values, spirituality, etc.), certain stereotypes, childhood "message", projection of social functions

and roles (positive and negative). It should be noted that a thorough analysis of various aspects of the correlation between the social situation of the individual, his status, social functions, roles was performed B. Anan'yev. He outlined special characteristics of social functions, roles of personality focused on the value orientation of groups and individuals, common life goals, life direction or behavior motivation [1, c.146]. Thus, "the image of the social ego in the future" is based on "the image of the social ego in the past" through "the image of the social ego in the present" and contains historical and social experience, personality's SC. "The image of the social ego of a teacher" as a unique personality is the result of a separation of the ego from the environment as "a potential regulator" of mental activity of the individual, as a certain "moral and ideological core capacity". Our ideas have found support in the scholars' research of I.Bekh and T.Pushkarova.

Summarizing the above, based on the conclusions of A.Mudryk, N.Zhyhaylo [13; 7] J. Gurvitch [22, p. 113], P. Doroshenko [6], L.Kalinina, I.Ryabukha [8] and others, we define socio-cultural determinants of primary school teacher's SC in the following way: morphological and ecological background; collective mentality of states, thoughts, collective feelings; an apparatus of organized associations; characters, ideas, collective values, fruits of civilization; role models, rules, signs, symptoms and ways of acting that are found with some regularity in society; social roles and collective action; socio-demographic characteristics such as age, education, sex, marital status, ethnicity; psycho-physical characteristics (health, appearance, mentality), socio-cultural characteristics (values, morals, religion, education), political and legal, economic system, civil activities, social networks and media, social time (Longue Durée according to Braudel, 1958). Each sociocultural determinant will be the subject of advanced research and described in future publications.

On the basis of philosophical, psychological and educational research literature analysis the concept of "socio-cultural determinants" has been defined, the typology of socio-cultural determinants concerning primary school teacher's SC has been presented.

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**CONTEMPORARY APPROACHES TO THE ISSUE OF THE
FORMATION OF
INTERCULTURAL PLURALISM FOR FUTURE TEACHERS**

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Abstract. *The article deals with the different approaches to the issue of intercultural pluralism. Increasing attention to professional oriented education, ethnic migration, cooperation with foreign universities and colleges, the development of other activities related to cross-cultural interaction and communication appear to be the matter of modern society. Ukrainian and foreign scholars investigate different aspects of the formation of intercultural pluralism for future teachers. But contemporary pedagogic science still lacks of specific research for this subject. That is why we made an attempt to analyze the phenomenon and identify its point and structure. Pluralism can be treated as diversity and liberty of opinion, ideas, forms of activity. It means that people can be of different social classes, religions, nations but they can cooperate within society. The author believes that intercultural pluralism is an integral part of multicultural education. The aim of multicultural education is to develop personality who has an active civil position, strong point of view and tolerance to the other's beliefs and opinions. The future teacher adapts to an intercultural environment by means of learning the culture, traditions and history of foreign countries as well as of native land. The teacher who obtains the formation of intercultural pluralism can convey to students the idea that we have to respect another who differs from us despite the language we communicate and the religion we practice. The author highlights the intercultural pluralism as pedagogic issue and marks its components such as: reflective, cognitive and personal.*

Keywords: *pluralism, tolerance, multicultural education, ethnic diversity*

At the current stage of the evolution of Ukraine new phenomena related to educational and occupational mobility of people appear Practice has identified the problem of cultural and social versatility. The realization of successful intercultural communication requires a complex agreement between psychological, pedagogical, philosophical and social problems.