

Summary

Intercultural Competence in the Lifelong Learning of Teachers

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Encounters of different cultures in the contemporary world occur at almost every moment in most diverse forms of communication. Contacts between members of different cultures imply a necessity for quality interaction based on the concept of interculturalism, which appears as a possible solution for quality coexistence in a multicultural society. Starting with the fact that schools are becoming the intersection points of different cultures and languages, the development of informed attitudes towards culturally different students becomes key factor in encountering the unavoidable changes caused by the transformation of monocultural communities into multicultural ones. A continual need for adjusting the European educational milieu, which aims to create competitiveness and competency for responding to challenges posed by the globalisation processes, implies a competency-related approach based on the outcomes of learning as the fundamental starting point for the education of future teachers who are expected to be the moderators of intercultural relationships, whilst the strengthening of intercultural identity and development of intercultural competency represent unavoidable components of the lifelong learning of teachers that is adapted to the needs and challenges of contemporary society.

Keywords: multicultural society, interculturalism, intercultural identity, intercultural competence, lifelong learning of teachers.