

Summary

CURRICULUM OF PEDAGOGICAL TRAINING AND INTERCULTURAL COMPETENCE OF TEACHERS

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Although the teachers' position in contemporary school is substantially different from that in earlier periods, some dominant areas of application of new education, as well as professional training for teachers, are common despite the specificities of educational policies, those being: *historical and traditional development of teachers' training, cultural and political perspectives of education and learning, degree of professional autonomy and curricular changes.*

There are also basic guidelines for creating the concept and structure of curriculum for teacher training, which can be determined according to various principles: *consecutive/successive model, parallel model and integrated model.* The basic determinants of curriculum for pedagogical teacher training are the result of interaction of theoretical approach (knowledge) and necessary teaching skills. Since the changes in the teacher training system come out of the need for professionalization of education as significant developmental factor, teacher training should be approached as integral, open, dynamic and permanent process.

The issue of intercultural competence has recently become more important due to globalization and world contacts not only among companies, organizations and individuals, which could not be conceived of without successful communication, but also specifically within the educational system. The development of intercultural competences is a long lasting and life-span process. Schools, i.e. teachers, play a specific role in that educational process. Discussing the projection of a teacher possessing intercultural properties, this paper explains the importance of *cognitive, emotional and behavioural* dimensions of a person educated in such a way. The teacher's role should be to enable the pupil for communication and acceptance of people different from himself/herself, so that he/she could feel as a worthy and equal member of the community he/she belongs to. This aim can be accomplished through quality pedagogical-psychological, didactical and professional education, enabling the teacher to be more flexible, creative and adaptive in complex and demanding educational situations.

Key words: pedagogical teacher training, school, teacher, intercultural competence, curriculum

1. Polazišta: škola i učitelj u novom ozračju

Izazovi budućnosti pojedinca i društva (globalnog svijeta) ogledaju se u ustroju i kvaliteti današnje škole, sustava odgoja i obrazovanja i izobrazbe učitelja. Zajedničke vrijednosti ujedinjenje Europe, kao i karakteristike modernoga hrvatskoga društva (demokracija, pojedinac, pluralizam, otvorenost, odgovornost, identitet, ljudski resursi...) polaznice

su za strukturalne promjene unutar pedagojske teorije i pedagoške prakse. Utjecaj internacionalizacije obrazovanja kroz procese pripremanja učenika (studenata) na život i rad u međunarodnom prostoru, jačanje jezičnih i interkulturalnih kompetencija, značajno utječe i na internacionalizaciju kurikuluma.

U današnjem svijetu na djelu je nekoliko razvoja koji se, zbog svoje sveprisutnosti, mogu držati svjetskim razvojjima u znanosti o odgoju: