

INTERCULTURAL SENSITIVITY AMONG STUDENTS - FUTURE TEACHERS

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Abstract

Nurturing, promotion of intercultural sensitivity as a key competence that is established through intercultural education is also a priority of every multicultural modern society. Awareness and acceptance of cultural diversity, awareness of their own rights and responsibilities, perception and learning of different languages, interest and curiosity for the different, its acceptance, respect and cooperation, takes place through the educational process.

One of the key actors in that process is the teacher. The quality and successful realization of intercultural education largely depends on its intercultural competence, intercultural sensitivity, perceived and understood as an interest in another culture, observing and understanding cultural differences and consciously changing one's own behavior with respect for other cultures. Teachers should be the model for the development of intercultural sensitivity in the younger generations. Only interculturally competent, interculturally sensitive teachers can encourage the younger generations to develop and form an intercultural sense.

Are younger generations, future teachers is developed intercultural sensitivity? What are the recommendations?

We got the answer to these and other questions with the realization of a small, micro research in which we started from the hypothesis that students, future teachers are interculturally competent, interculturally sensitive.

We applied the descriptive-explicative method, the method of theoretical analysis, the scaling technique and the instrument Intercultural Sensitivity Scale (ISS) by the authors Chen and Starosta (2000).

In the paper we present the results of the realized research and the recommendations in the direction of strengthening the intercultural sense in the future teachers.

Keywords: competence, teaching faculties, interculture, multicultural, students