Third, to promote a multi-faceted view of intercultural communication, it is important to suggest such interactive situations in the classroom which demonstrate how speakers of different native languages use English in order to communicate with each other. Demonstration of films and video sequences that depict how representatives of different cultures interact with each other in English or solve communicative problems will help in developing intercultural competency.

Fourth, it is of not less concern to use a multicultural panorama of English language teaching for building reflective and critical attitude of learners towards one's own and other cultures and cultural practices or, as Byram puts it, to form their critical cultural awareness [1]. Language learners have to be taught to compare and question the values and presuppositions in cultural practices and products in one's own and foreign environment, and to fight cultural stereotypes.

Thus, there is strong belief that a broader understanding of the role of English as a modern lingua franca will bring teachers and learners closer to the key world values of democracy, equality, intercultural tolerance and respect for otherness.

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THE DEVELOPMENT OF INTERCULTURAL COMMUNICATION SKILLS

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Contemporary world is rapidly developing making people closer and leading to growing scope of communication events between people with different linguistic and cultural base. All the spheres of human life – professional field, business, science, education, massmedia, entertainment and tourism – are involved [2]. To be successful people need to be communicative. The skill of intercultural communication is fundamental for development of international relations between people of different countries and cultures.

The given definition reflects the essentials of intercultural competence: "The components of intercultural competence are knowledge, skills, and attitudes, complemented by the values one holds because of one's belonging to a number of social groups, values which are part of one's belonging to a given society" [1: 8].

A second language acknowledge is obviously a useful device of intercultural communication, but a pure capacity to understand a representative of another culture is not related exclusively to the skill of lexical units and grammar structures correct application. Successful communication is impossible without realizing foreign culture habits (including speaking ones). Establishing a comprehensive system of notions concerning customs and traditions of a second language country must be carried out simultaneously with studying a language itself as a linguistic subject.

The social cultural approach is the way to outline peculiarities of mentality and life style of another country people, and what is common and authentically national in different cultures. Development of intercultural communication skills is the basis of respectful human relations.

Nowadays a person studying a second language is a prospective foreign countries visitor and a potential communicator with the various aims of communication - private, business, professional or tourist. Performing all these types of activities is impossible or can be poorly carried out without, first, master-

ing a second language at an adequate level and, second, obtaining necessary knowledge in the cultural field of a studying language country.

The general objective of a second language mastering is closely connected with forming communicative competence that involves the development of skills necessary to be implemented for a dialogue of cultures not only languages or people. The development of the communicative competence is determined by both social and cultural and linguistic skills which can assist smooth entering new environment. Social cultural competence presupposes acquirement of social cultural peculiarities of a second language country, its national values and moral standards; and as a result, practical capacity to realize this knowledge in any field of activity.

A second language successful studying includes systematic sequential education which is of miserable use if not connected with working out a considerable scope of selected material intended to form social cultural and social linguistic competence. Selection of relevant educational material is the way of realizing history and culture of another country directly connected with a second language acquirement.

And moreover, while communication, it's useful to be informed and take into consideration peculiarities of national characters of persons representing the other culture, some special features of their emotional nature and mentality. This point also belongs to the sphere of social cultural competence building.

Nowadays the world is rather open for active and friendly people which leads to business and personal contacts increase and demands language proficiency implying obtaining a relevant level of communication skills. Mastering a second language (including social cultural skills) helps to feel confident and natural when communicating and adapting in a new community; and builds mutual understanding with foreign partners and colleagues.

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THE DEVELOPMENT OF PLURILINGUAL AND PLURICULTURAL COMPETENCE OF A FUTURE ENGLISH TEACHER

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Europe of the 21-st century is characterized by a wide range of mother tongues which its inhabitants use. In addition to the linguistic diversity of Europe, the languages constitute an essential part of cultural diversity. To safeguard the languages and the cultures, new pluralistic approaches to language teaching/learning in Europe appeared.

By definition, pluralistic approaches to languages and cultures are approaches to teaching which engage several linguistic and cultural varieties simultaneously [2; 75]. The Common European Framework of References (CEFR) for Languages: Learning, Teaching, Evaluation laid down the educational syllabi which put forward the concept of plurilingual and pluricultural competence.

Plurilingual and pluricultural competence is characterized in the CEFR by its consisting in "plurilingual and pluricultural competence encompassing the full range of languages available" [3; 78].

In view of all that "linking the teaching of different languages and cultures to one another" has become one of the main aims of developing intercultural competence of a future English Teacher. Nowadays, when Ukrainian universities got their autonomy, it has become their responsibility to extend the range of language learning opportunities and exposure to other languages available to their students.