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СОДРЖИНА / СОДЕРЖАНИЕ / CONTENT

1. Боровикова Яна – ОРГАНИЗАЦИИ ОБУЧЕНИЯ ЛИЦ ТРЕТЬЕГО ВОЗРАСТА.....	4
2. Бубнов Александр – ОСОБЕННОСТИ СОЦИАЛЬНОЙ ИДЕНТИЧНОСТИ СТУДЕНЧЕСКИХ И КУРСАНТСКИХ ГРУПП В ПРОЦЕССЕ ОБУЧЕНИЯ В ВУЗЕ.....	12
3. Bunčić Suzana R. – KAPOR`S <i>CONFESSIONS</i> BETWEEN METAFICTION, FICTION AND AUTOBIOGRAPHY.....	17
4. Бутусова Наталия – ОБ АКТИВНЫХ МЕТОДАХ ИЗУЧЕНИЯ ПРАВА В ВУЗЕ.....	24
5. Витанова Рингачева Ана – РЕЛИКТИ НА ШАМАНИЗМОТ КАКО НИШКА НА ПОВРЗУВАЊЕ ВО МАКЕДОНСКАТА И РУСКАТА ТРАДИЦИЈА.....	35
6. Власова Надежда – ЛЕКСИЧЕСКИЕ ИГРОВЫЕ УПРАЖНЕНИЯ НА ДОВУЗОВСКОМ ЭТАПЕ ИЗУЧЕНИЯ РКИ.....	42
7. Гайдар Карина – ВУЗЫ НА ПОРОГЕ НОВЫХ ОБРАЗОВАТЕЛЬНЫХ СТАНДАРТОВ: КАК СОВМЕСТИТЬ ПЛОХО СОВМЕЩАЕМОЕ, ИЛИ НУЖНЫ ЛИ ОКСЮМОРОНЫ ВЫСШЕЙ ШКОЛЕ?	49
8. Гладышева Светлана – ЖУРНАЛЫ ДЛЯ ДЕТЕЙ В СОЦИОКУЛЬТУРНОМ ПРОСТРАНСТВЕ РУССКОГО ЗАРУБЕЖЬЯ (1920-1940-Е ГГ.)	56
9. Голицына Т.Н., Заварзина В.А. – ЖАРГОННАЯ ЛЕКСИКА В РОССИЙСКОМ ОБРАЗОВАТЕЛЬНОМ ДИСКУРСЕ НОВЕЙШЕГО ПЕРИОДА.....	62
10. Грачева Жанна – ТЕМПОРАЛЬНОЕ МАРКЕМНОЕ ПРОСТРАНСТВО В РОМАНЕ В. НАБОКОВА «МАШЕНЬКА»	66
11. Гркова Марија – УСВОЈУВАЊЕТО НА <i>ИМЕНКИТЕ</i> ВО VI И ВО VII ОДДЕЛЕНИЕ ВО ШТИПСКО.....	76
12. Грујовска-Миланова Сашка – КОНТРАСТИВНА АНАЛИЗА НА УПОТРЕБАТА НА МОДАЛНИТЕ ГЛАГОЛИ КАКО МАРКЕРИ ЗА ЕВИДЕНЦИЈАЛНОСТ ВО МАКЕДОНСКИОТ И ВО ГЕРМАНСКИОТ ЈАЗИК.....	83
13. Ѓорѓиева Димова Марија – ИНТЕРДИСКУРСИВНИОТ ТАНЦ МЕЃУ РОМАНОТ И ИСТОРИЈАТА.....	89
14. Данькова Т.Н. – ЯЗЫКОВОЕ ВОПЛОЩЕНИЕ ЛЮБВИ К РОДИНЕ В ТВОРЧЕСТВЕ Н.М. РУБЦОВА.....	96
15. Денкова Јованка – МАКЕДОНСКО-РУСКА КНИЖЕВНА ПАРАЛЕЛА (ВАНЧО НИКОЛЕСКИ–САМУИЛ МАРШАК.....	103
16. Жаров Сергей - СВОБОДА КАК ПРОБЛЕМА ОБУЧЕНИЯ В КУЛЬТУРАХ ВОСТОКА И ЗАПАД.....	110
17. Žigić Vesna, Stekić Dunja, Martać Valentina – DIFFICULTIES THAT PEOPLE WITH VISUAL IMPAIRMENT HAVE IN ACCESSIBILITY TO WEB INFORMATION BY USING THE AUDITORY ACCESS.....	112
18. Зыкова Наталья, Мазкина Ольга – ФОРМИРОВАНИЕ КОНФЛИКТОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ СПОРТИВНЫХ ТРЕНЕРОВ В УСЛОВИЯХ РЕАЛИЗАЦИИ НОВЫХ ОБРАЗОВАТЕЛЬНЫХ СТАНДАРТОВ.....	122

19. Ивановска Билјана – ГОВОРНИОТ ЧИН „ОДБИВАЊЕ“ И НЕГОВА РЕАЛИЗАЦИЈА КАЈ МАКЕДОНСКИТЕ ИЗУЧУВАЧИ НА СТРАНСКИ ЈАЗИК.....	127
20. Караниколова-Чочоровска Луси – СУПТИЛНИТЕ ПРОТИВРЕЧНОСТИ ВО ЛИРИКАТА НА ПЕТАР ПЕРАДОВИЌ.....	135
21. Кашкина Марина – РАЗВИТИЕ АНАЛИТИЧЕСКОГО МЫШЛЕНИЯ НА УРОКАХ ИСТОРИИ.....	141
22. Кибальниченко Сергей – ПРОБЛЕМА ДИАЛОГИЗМА В ТВОРЧЕСТВЕ Ф.М. ДОСТОЕВСКОГО И ВЯЧ. ИВАНОВА	145
23. Kyrchanoff Maksym W. – HERITAGE OF NIKOLAI LESKOV AND CULTURAL INFLUENCES IN CONTEXTS OF RUSSIAN-AMERICAN LITERARY PARALLELS.....	151
24. Кислова Дарья – СРАВНЕНИЕ КАК СРЕДСТВО ВЫРАЖЕНИЯ СПЕЦИФИКИ ХУДОЖЕСТВЕННОГО МИРОВОСПРИЯТИЯ (НА МАТЕРИАЛЕ ТЕКСТОВ НАТАЛЬИ О’ШЕЙ)	160
25. Комаровская Елена, Жиркова Галина – КУЛЬТУРОЛОГИЧЕСКАЯ КОМПЕТЕНТНОСТЬ ПЕДАГОГОВ КАК ПСИХОЛОГИЧЕСКАЯ ПРОБЛЕМА.....	166
26. Кортунова Лилия – ТЕХНОЛОГИЯ «ДЕБАТЫ» КАК ИССЛЕДОВАТЕЛЬСКИЙ ТИП ОБУЧЕНИЯ И СРЕДСТВО ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КУЛЬТУРЫ ОБУЧАЮЩИХСЯ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ	177
27. Koteva-Mojsovska Tatjana, Shehu Florina – THE INITIAL EDUCATION OF TEACHER AND ITS CONNECTION TO PRACTICE IN THE “SOCIETY OF KNOWLEDGE”.....	181
28. Коцева Весна – ЕКСПЛИЦИТНИТЕ ОБЈАСНУВАЊА КАКО НЕОПХОДНА ИЛИ НЕПОТРЕБНА КОМПОНЕНТА ВО РАМКИТЕ НА ПОУЧУВАЊЕТО ГРАМАТИКА СО ОБРАБОТКА НА ИНПУТ	187
29. Koseva Daniela, Mirascieva Snezana – EDUCATION - NEED OF CULTURE.....	195
30. Кузмановска Драгана, Кирова Снежана, Иванова Биљана – ФРАЗЕОЛОГИЗМИТЕ КАКО ВАЖНА АЛКА ВО ПРОЦЕСОТ НА УСВОЈУВАЊЕ НА СТРАНСКИОТ ЈАЗИК.....	199
31. Кузмановска Драгана, Мрмеска Викторија – МАКЕДОНСКО-ГЕРМАНСКИ ПОСЛОВИЧНИ ПАРАЛЕЛИ СО АНИМАЛИЗМИ.....	204
32. Леонтиќ Марија – ЗБОРОВНИ ГРУПИ СО ПРИСВОЕН СУФИКС ВО ТУРСКИОТ ЈАЗИК И НИВНОТО ПРЕДАВАЊЕ ВО МАКЕДОНСКИОТ ЈАЗИК.....	210
33. Лесневская Димитрина – БОЛГАРСКАЯ СЛАВИСТИКА – СОСТОЯНИЕ И ПЕРСПЕКТИВЫ.....	216
34. Лумпова Лидия – ЯВЛЕНИЕ ДИАЛОГИЧНОСТИ В РОМАНЕ-ЭПОПЕЕ Л.Н. ТОЛСТОГО «ВОЙНА И МИР».....	222
35. Мартиновска Виолета – МАКЕДОНСКО-РУСКИ КУЛТУРНИ ПАРАЛЕЛИ...	229
36. Milanović Nina S. – SYNTAX-STYLISTIC FEATURES OF COMPARATIVE STRUCTURES IN THE NOVEL <i>WE, DELETED</i> BY S. VLADUŠIĆ.....	234
37. Младеноски Ранко – ОКСИМОРОНОТ ВО „НЕЖНОТО СРЦЕ НА ВАРВАРОТ“ ОД ВЕНКО АНДОНОВСКИ.....	240

38. Негриевска Надица - ЗНАЧЕЊЕТО НА ИТАЛИЈАНСКИТЕ ПРОСТИ ПРЕДЛОЗИ FRA и TRA И НИВНИТЕ ЕКВИВАЛЕНТИ ВО МАКЕДОНСКИОТ ЈАЗИК	248
39. Недосейкин Михаил – КУЛЬТУРНАЯ ПАМЯТЬ И МОТИВ «ОБРЕТЕНИЯ СЕБЯ» В РОМАНЕ М. ОНДАТЖЕ «АНГЛИЙСКИЙ ПАЦИЕНТ».....	256
40. Недялкова Наталия Дмитриевна – СОВРЕМЕННАЯ МАКЕДОНСКАЯ ПОЭЗИЯ – ОТ СИМВОЛИЗМА ДО МАГИЧЕСКОГО СВЕРХРЕАЛИЗМА.....	262
41. Ниами Емил, Голаков Костадин - СУПСТАНТИВИРАНИТЕ ПРИДАВКИ И ПРИЛОШКИ ОПРЕДЕЛБИ ВО РУСКИОТ И ВО МАКЕДОНСКИОТ ЈАЗИК...	269
42. Никифоров Игорь – ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ КОНСТРУКТИВНОГО РАЗРЕШЕНИЯ МЕЖЛИЧНОСТНЫХ КОНФЛИКТОВ В ВОИНСКИХ КОЛЛЕКТИВАХ	274
43. Пляскова Елена – НАЦИОНАЛЬНАЯ СПЕЦИФИКА НЕМЕЦКИХ КОМПАРАТИВНЫХ ФРАЗЕОЛОГИЗМОВ.....	279
44. Позднякова О.В. – СОВРЕМЕННЫЙ РЕБЕНОК И ДЕТСКАЯ КНИГА. НОВЫЕ ВЕКТОРЫ РАЗВИТИЯ.....	286
45. Попов Сергей – ВЗАИМОДЕЙСТВИЕ ЛЕКСИКИ РАЗЛИЧНЫХ ЯЗЫКОВЫХ ГРУПП В ТОПОНИМИИ ВОРОНЕЖСКОЙ ОБЛАСТИ.....	292
46. Пороткова Наталья, Соловьева Ирина – ФОРМИРОВАНИЕ ТВОРЧЕСКОЙ САМОСТОЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ СТУДЕНТОВ – ПСИХОЛОГОВ.....	297
47. Прасолов Михаил – ОНТОЛОГИЧЕСКИЙ СТАТУС ЯЗЫКА И НЕУСТРАНИМОСТЬ АВТОРА: ЗАМЕЧАНИЯ К ФИЛОСОФИИ ИМЕНИ С.Н. БУЛГАКОВА	301
48. Ристова Цветанка – АНАЛИЗА НА ПРЕДНОСТИТЕ И МОЖНОСТИТЕ ОД УЧЕЊЕТО НА ДАЛЕЧИНА ВО ОБРАЗОВАНИЕТО НА ТУРИЗМОТ И ХОТЕЛИЕРСТВОТО.....	308
49. Романова Светлана – ЖАНРОВОЕ СВОЕОБРАЗИЕ ТВОРЧЕСТВА РУССКОЯЗЫЧНОГО АВТОРА БЕЛАРУСИ ЭДУАРДА СКОБЕЛЕВА (НА ПРИМЕРЕ РОМАНА «БЕГЛЕЦ»)	315
50. Сверчков Дмитрий – СОСТАВЛЯЮЩИЕ ИНДИВИДУАЛЬНОЙ ОБРАЗОВАТЕЛЬНОЙ ТРАЕКТОРИИ КУРСАНТА И ИХ КОМПОНЕНТЫ.....	322
51. Shehu Florina, Koteva Mojsovska Tatjana – TEACHERS' INTERCULTURAL COMMUNICATION COMPETENCIES IN EARLY CHILDHOOD EDUCATION....	328
52. Сидоров Владимир, Харьков Иван – ЦЕННОСТИ В КОНТЕКСТЕ СОЦИОКУЛЬТУРНЫХ ПРЕДПОЧТЕНИЙ ИНДИВИДОВ КАК НРАВСТВЕННЫЕ И ЭСТЕТИЧЕСКИЕ ИМПЕРАТИВЫ, ВЫРАБОТАННЫЕ ЧЕЛОВЕЧЕСКОЙ КУЛЬТУРОЙ.....	336
53. Сидорова Е.В., Швецова О.А. – ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ В ШКОЛЕ И ВУЗЕ (К ВОПРОСУ О ПРОБЛЕМАХ ПРЕЕМСТВЕННОСТИ	341
54. Симонова Светлана, Белоусов Арсений – К ВОПРОСУ ОБ ЭВТАНАЗИЙНОЙ ПАРАДИГМЕ СОВРЕМЕННОЙ КУЛЬТУРЫ И ТЕНДЕНЦИЯХ ЕЕ ПРЕОДОЛЕНИЯ.....	346
55. Соколова Марија – ЈАДРОТО НА ЈАЗИЧНОТО СОЗНАНИЕ ВО МАКЕДОНСКИОТ ЈАЗИК.....	355

56. Тасевска Марица, Хаци-Николова Адријана – УСВОЈУВАЊЕ НА ВЕШТИНАТА ЗБОРУВАЊЕ ВО НАСТАВАТА ПО ГЕРМАНСКИ ЈАЗИК.....	360
57. Тодорова Марија – НЕВЕРБАЛНА КОМУНИКАЦИЈА ВО НАСТАВАТА.....	373
58. Токарева Наталња Владимировна – КАТЕГОРИЈА МЕЧТЫ В ПОЕЗИИ Д.В. ВЕНЕВИТИНОВА.....	377
59. Тужикова В.И. – ОСОБЕННОСТИ ЭТНОСТЕРЕОТИПОВ РУССКОЙ МОЛОДЕЖИ.....	382
60. Филюшкина Светлана, Борискина Жанна – АВТОР В ПУБЛИЦИСТИЧЕСКОМ ПРОИЗВЕДЕНИИ (НА МАТЕРИАЛЕ КНИГИ Г. ГРИНА «GETTING TO KNOW THE GENERAL. THE STORY OF AN INVOLVEMENT», 1984.).....	390
61. Хаци-Николова Адријана, Тасевска Марица – СТРАТЕГИИ ЗА УЧЕЊЕ СПОРЕД ОКСФОРД.....	394
62. Христова С.Н. – ФОРМЫ ОБРАЩЕНИЯ Ты / Вы И You В ЭТИКЕТНОЙ РЕЧИ РУССКИХ И АНГЛИЙСКИХ АРИСТОКРАТОВ XIX ВЕКА В АСПЕКТЕ СОЦИОЛИНГВИСТИКИ (НА МАТЕРИАЛЕ ПРОИЗВЕДЕНИЙ РУССКОЙ И АНГЛИЙСКОЙ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ)	403
63. Цацков Оливер – ДУШАН БУДИМИРОВИЌ И СЕРГЕЈ МИХАЈЛОВ ОСНОВОПОЛОЖНИЦИ НА ТЕАТАРСКИОТ И МУЗИЧКИОТ ЖИВОТ ВО ШТИП ПОМЕЃУ ДВЕТЕ СВЕТСКИ ВОЛНИ.....	413
64. Чарыкова Ольга – ИМПЛИЦИТНЫЕ КАТЕГОРИИ В СИСТЕМЕ РУССКОГО ЯЗЫКА.....	420
65. Шутаров Васко – МЕДИУМСКАТА ПИСМЕНОСТ И НОВИТЕ ОБРАЗОВНО-КУЛТУРНИ ПРЕДИЗВИЦИ.....	425

TEACHERS' INTERCULTURAL COMMUNICATION COMPETENCIES IN EARLY CHILDHOOD EDUCATION

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Abstract

The issue of intercultural communication in early childhood education is relevant issue, especially due to the contemporary changes and demands of today's societies. Changes occur not only in certain areas, but also in relation to the communication of the individual with others in their environment and in general, therefore modern scientific knowledge and research confirm the importance of intercultural communication for early childhood education. In the context of the stated, the impact of the intercultural communication competences of the teachers, it is of crucial importance, because these include knowledge, abilities, communication skills, that are important for the development of the teacher's communication competences starting from the time of initial education, the inductive period and the professional training and development. The conducted research has a quantitative and qualitative character. A method of research was applied descriptive method, through analytical-descriptive, analytically-explicit and analytical-interpretive approach. As research techniques was used survey and analysis of content. Examples of research include teachers from early childhood education, with different ethnic background, age, level of work experience, as well as languages of instruction. The conclusions point to several important aspects of the intercultural communication competence of teachers from early childhood education.

Key words: *intercultural communication competences, teachers, early childhood education.*

Introduction

Changes in the cultural context of a range of modern societies are characterized by an increase in globalization influences and realities that are reflected more or less clearly in educational practices and social realities. In this direction, pre-school education (early child education) having a great importance in the overall development of the personality and its further life, the need for reviewing and responding to the contemporary needs and realities is also considered. Although the current understanding of the possibilities and the extent of the educational influences in early childhood development indicate a series of positive and qualitative results in the later life of the individual, there are still a number of issues that do not yet get the deserved place, especially in the existence of everything in multicultural societies.

Intercultural communication competences of teachers from early child education

The intercultural competences of teachers from early childhood education have a special significance in today's increasingly dynamic, interchangeable and open world of contact, meeting and influence contacts. On the other hand, there is evident the existence of multicultural societies that promote certain changes in relation to the education itself, which also presupposes the need to establish a qualitatively different and higher level of competence among teachers of all levels of the education system.

A number of studies point to the fact that "intercultural competence is a lifelong developmental process, and there is no point at which someone achieves" full "intercultural competences" (Barrett Barrett, Byram, Lazar, Mompoin-Gaillard and Pilippou, 2013, p.13). So they should be understood as a journey of contoured reflection, not as a final destination (Deardorff, 2011), which means that they are not goals that are once achieved, and recorded as achieved, but as goals that we always strive for and are always susceptible to reassessment, building, and advancement. In fact, there are a number of definitions of what constitutes the intercultural communication competencies of teachers, counting them as a set of a range of communication knowledge, skills, abilities, but also certain attitudes, beliefs, etc., on the basis of which establish relationships between people in communication . They are not and should not be seen as static, invariable with respect to the variability of the needs and requirements of the practice itself, as well as the new challenges arising from the further improvement, evaluation and building of the stated competences. Regardless of the theoretical starting point, intercultural communication competences are among others defined as: "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006, p.247).

According to many authors as the fundamental competences of intercultural communication, they are globally the following: "*Self-empowerment skills*, including ability: intercultural dialogue and communication readiness; self-reflection (personal motives and interests, own views, self-criticism, etc.); value orientation (for life, work, etc.); conflict resolution. *Cooperation skills*: readiness to international cooperation; teamwork, etc.). *Efficiency*: decision-making skills (in various complex and risky situations); competence of action; competence to participate (with responsibility). *Self-organization skills*: directing their own learning process (metacognition); ability to evaluate; lifelong learning. Skills of Understanding: ability to look at different angles; constructivist approach with multiple approaches (pluralistic thinking); etc (According to Goykov, G, 2011, p. 100-101).

Intercultural communication competences of teachers, initial education and professional training

When considering the stated competences of intercultural communication, we will recognize those that are suitable for teachers from the early education, with emphasis on certain other preconditions, including the manner of their education as well as the program on the basis of which they realize the envisaged educational and educational goals. More precisely when talking about the initial education of teachers we must not consider that the same thing begins and ends during the specified period, nor during certain training period or for a certain period of time they pass into practical work, because "own upbringing is but one of many" (Kiriakou , 2001, p.141), possibilities for acquiring intercultural communication knowledge, abilities, skills on the basis of which the individual attitudes, feelings, relationships to the area are based and built. Undoubtedly, the introduction of the opportunities for the development of the intercultural communication competence of teachers from early childhood education during their initial education has an irreplaceable role; however, this should be maintained in order to preserve the presence of the wholeness of everything that is

understood as intercultural communication competence. Often in the teacher's initial education programs an inadequate size appears between the nature and the quantum of knowledge, abilities, skills, etc. related to intercultural communication competence, posing a problem, which then influences the further professional development of the teachers themselves. On the other hand, no matter how to innovate, study programs with components important for the development of the intercultural communication competencies of early education are strengthened, they should continue in a continuous process to be part of the process of individual reflection, persuasion and belief with goal of supporting and developing intercultural communication in their pedagogical practice. The place and role of professional training of pre-school teachers is also of particular importance and should be realized through a continuous process of reflection on one's own culture and cultural identity of the teachers themselves, so that they become aware and know how it can affect their pedagogical understanding, action and belief in the learning and development of pre-school children (H.Han, West-Olatunji, & Thomas, 2011; etc.). No one professional training that does not touch the person, the need for self-reflection, self-evaluation, self-improvement, cannot give full effect to building and developing the intercultural communication competencies of teachers from early child education.

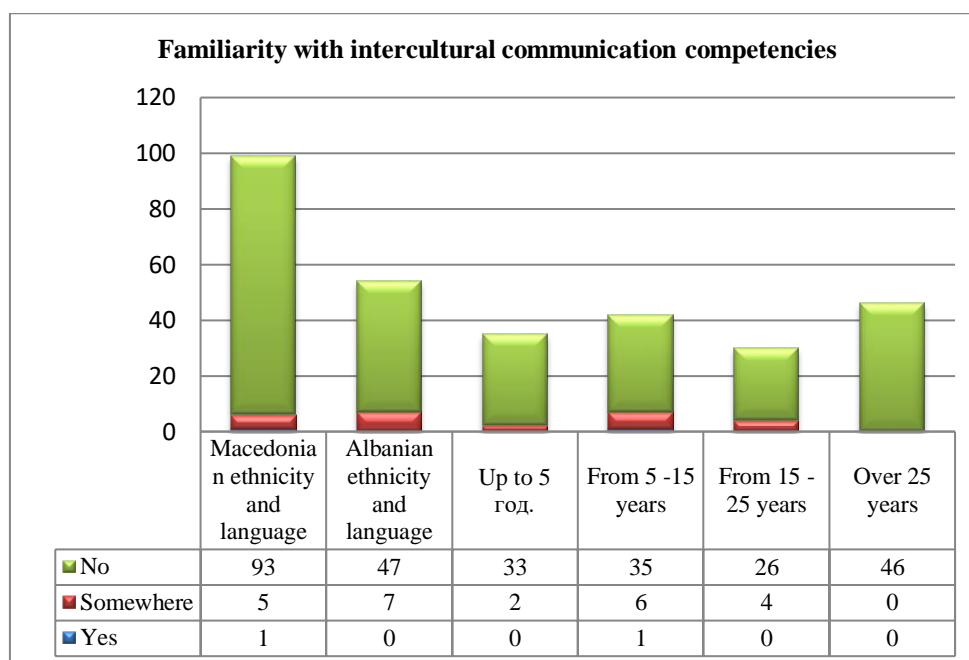
Conducted research

In order to better treat the question about intercultural communication competencies of pre-school teachers, we carried out a quality and qualitative research. The aim of the research is to analyze the opinions and attitudes of teachers from early childhood education for intercultural communication competences. A method of research was applied descriptive method, through analytical-descriptive, analytically-explicit and analytical-interpretive approach. As a research technique was used survey and analysis of content. Examples of research include 153 teachers from early childhood education, with a different ethnic background, age, level of work experience, as well as languages of instruction from 11 pre-schools from urban settlements in R.North Macedonia. The conclusions point to several important aspects of intercultural communication competence of teachers from early childhood education. The realization of the research as well as the statistical processing of the obtained data is in accordance with the methodological, scientific and ethical principles, procedures, procedures and rules.

Findings and discussion

From the applied survey we get some knowledge of the opinions and attitudes of the examined teachers from preschool institutions-kindergartens regarding the aspects of intercultural communication competences. In this paper only part of the obtained results will be shown, which we find interesting to present. The presented results encompass certain aspects of the areas of intercultural communication competences in the educators themselves when working with children:

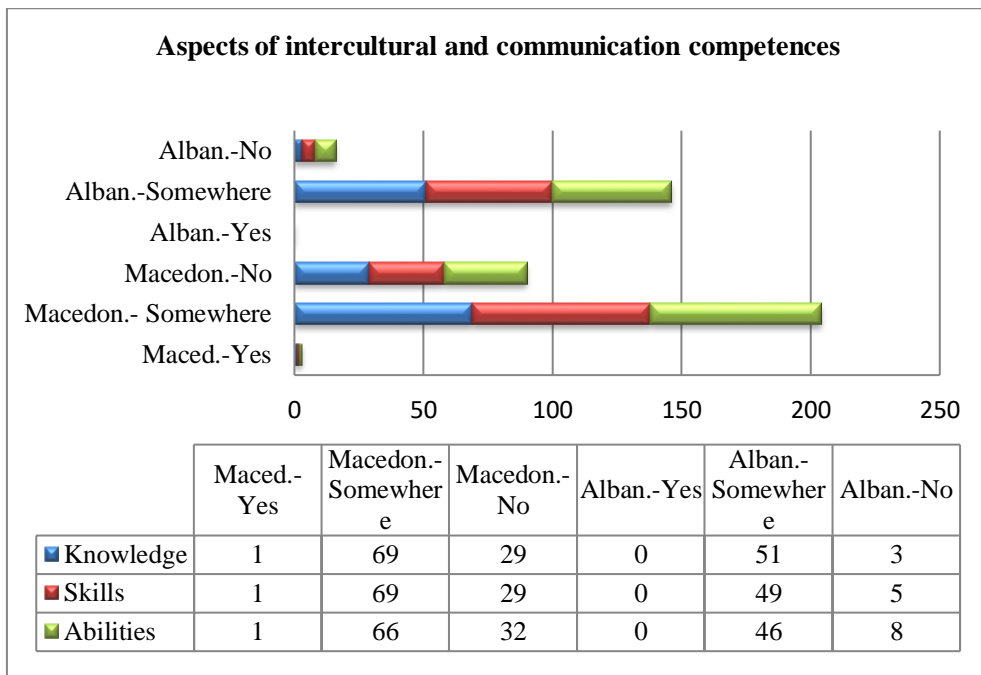
Graph No.1. The familiarization of the surveyed educators with the intercultural communication competences.



According to the obtained data, it can be concluded that educators from early childhood education are almost not familiar with intercultural communication competences, i.e. their aspects, manner of recognition, etc. In this context, there are no statistically significant differences between the opinions and attitudes of educators with different ethnicity and linguistic affiliation, as well as the length of work experience. On the basis of the obtained results, we can conclude that in terms of intercultural communication competences, early childhood educators, do not have a minimum of preparation, training, which results in poor or almost no knowledge of the stated communication competencies, and thus are considered to be lacking and the opportunity to build intercultural communication attitudes, convictions, knowledge, skills, etc., which are very important in the practice and reality of early childhood education.

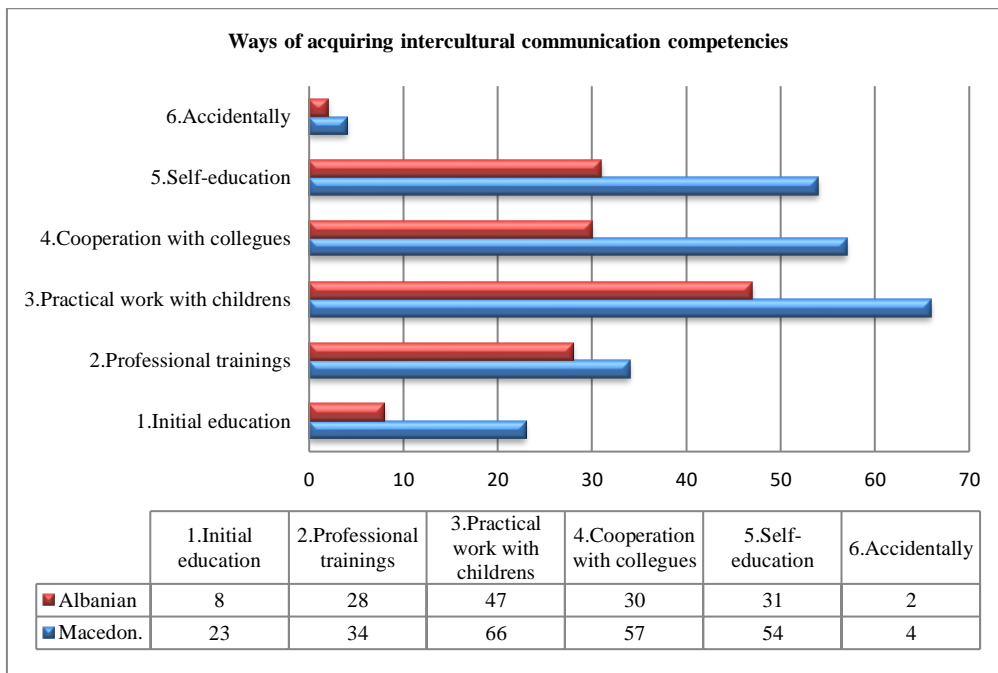
As a separate question for examination, we have set certain aspects of intercultural communication competences, such as the necessary knowledge, abilities and skills. The determination of these aspects was purposeful because we primarily wanted to examine the basis, i.e. the perceptions and opinions of the educators regarding the aspects of intercultural communication competences as an initial state, and in the following researches we should focus on the degree of their adoption, possession and development, etc.

Graph No.2. Aspects of intercultural communication competences, that teachers of pre-school education possess.



According to the obtained data, it can be concluded that in all offered aspects of intercultural communication competences statistically significant differences occurred among the opinions and attitudes of the educators with different ethnicity and linguistic affiliation. More precisely, the educators of Macedonian ethnicity and linguistic affiliation are of opinion and attitudes that they possess somewhat more knowledge, skills, abilities for intercultural communication competences than educators from Albanian ethnicity and linguistic affiliation. It is important to point out that in both examined ethnic and language groups of educators, most opted for a negative response, pointing out the possibility of insufficient knowledge, possession and building of the mentioned examined aspects of intercultural communication competences. According to the obtained results, we can also see a lack of understanding of the concepts of comprehension in the examined aspects (knowledge, abilities, skills) of intercultural communication competencies from the examined educators themselves, which confirms the view that for all these issues, they show in all aspects poor knowledge, distinction, understanding, and the like.

Graph No.3. Ways of acquiring communication competences by teachers from early childhood education.



Regarding the mentioned question (with multiple choice), the obtained data indicate the emergence of statistically significant differences between the opinions and attitudes of the teachers from early childhood education of different ethnic and linguistic background, regarding the acquisition of intercultural communication competences in *practical work with children* and *cooperation with colleagues*. The above can be referenced to real situations related to the presence of children from an early age, of different ethnic background from the Macedonian, in groups in which educational work takes place in Macedonian language. The reasons for this are due to the lack of greater opportunities for creating new groups in which educational work would take place in the mother tongue of children from an early age, and also, in certain cases, due to the lack of legal bases for the functioning of groups for children of a particular ethnic belonging. The obtained data also indicate that the intercultural communication competences of the teachers from early childhood education are at least obtained by *accidentally* and during the *initial education*, as well as during *professional training*, which raises new issues and challenges for serious consideration and research of the entire process of initial education, professional education and training of teachers from the mentioned subsystem. No less important is the data related to the opinions and attitudes of the examined teachers from early childhood education, according to which the low degree of *self-education* attainment in relation to the acquisition of intercultural communication competences is noticed. Although self-education is a very important tool for the overall professional and personal development and enrichment of teachers from early childhood education, it should not be the only or most accessible way of acquiring and developing intercultural communication competencies, but part of others for ensuring the quality of the specified area.

Conclusions

Regarding early childhood education, it is important to educate and train teachers from the given subsystem, especially since the children from the early age become sensitive and active in terms of accepting, participating and promoting intercultural communication, especially when they live, learn and grow in diverse environments and societies. This education from the earliest age is very important because it encourages

children to view the cultural diversity with positivism before certain negative attitudes and prejudices are identified (Dau, 2001; Levy & Killen, 2008; Quintana & McKown, 2008) that may exist or be strengthened throughout the rest of their lives. In order to achieve this, teachers from early childhood education have a crucial role and significance. Therefore, the determination of the knowledge gained from a series of researches regarding the need and importance of including and enrolling children with early education as a basis for quality further life in the same, has also raised the issue of the competences of teachers working with children of the specified age between as well as intercultural communication competences, as particularly important in terms of the nature, characteristics and needs of children from an early age.

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