. INTRODUCTION

Our cultural environment is changing quickly and becoming more and more diversified. Cultural diversity is an essential condition of human society, brought about by cross-border migration, the claim of national and other minorities to a distinct cultural identity, the cultural effects of globalization, the growing interdependence between all world regions and the advances of information and communication media. More and more individuals are living in a "multicultural" normality and have to manage their own multiple cultural affiliations.

Cultural diversity is also an economic, social and political plus, which needs to be developed and adequately managed. On the other hand, increasing cultural diversity brings about new social and political challenges. Cultural diversity often triggers fear and rejection. Stereotyping, racism, xenophobia, intolerance, discrimination and violence can threaten peace and the very essence of local and national communities.

Dialogue between cultures, the oldest and most fundamental mode of democratic

conversation, is an antidote to rejection and violence. Its objective is to enable us to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging.

In a general sense, the objective of intercultural dialogue is to learn to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging. Intercultural dialogue can also be a tool for the prevention and resolution of conflicts by enhancing the respect for human rights, democracy and the rule of law. More specifically, intercultural dialogue has the following goals:

•To share visions of the world, to understand and learn from those that do not see the world with the same perspective we do;

•To identify similarities and differences between different cultural traditions and perceptions;

•To achieve a consensus that disputes should not be resolved by violence;

•To help manage cultural diversity in a democratic manner, by making the necessary adjustments to all types of existing social and political arrangements;

•To bridge the divide between those who perceive diversity as a threat and those who
view it as an enrichment;
•To share best practices particularly in the areas of intercultural dialogue, the
democratic management of social diversity and the promotion of social cohesion;
•To develop jointly new projects. (Europe)

2. CONCEPTUALLY DETERMINATION OF THE INTERCULTURAL DIALOGUE

Intercultural dialogue is a process that comprises an open and respectful exchange or
interaction between individuals, groups and organizations with different cultural
backgrounds or world views. Among its aims are: to develop a deeper understanding of
diverse perspectives and practices; to increase participation and the freedom and ability to
make choices; to foster equality; and to enhance creative processes. In this sense, intercultural
dialogue processes or encounters are to go beyond a mere 'tolerance of the other' and can
involve creative abilities that convert challenges and insights into innovation processes and
into new forms of expression (ERICarts)
Intercultural dialogue may serve several purposes, within the overriding objective to

promote full respect for human rights, democracy and the rule of law. It is a powerful
instrument of mediation and reconciliation: through critical and constructive engagement, it
addresses real concerns about social fragmentation and insecurity while fostering integration
and social cohesion. Freedom of choice, freedom of expression, equality, tolerance and mutual respect for human dignity are among the guiding principles in this context. Successful intercultural dialogue requires many of the attitudes fostered by a democratic culture – including open-mindedness, willingness to engage in dialogue and allow others to express
their point, a capacity to resolve conflicts by peaceful means and recognition of the well-founded arguments of others. It contributes to strengthening democratic stability, to the fight
against prejudice and stereotypes in public life and political discourse and to facilitating coalition-building across diverse cultural and religious communities. (Affairs, 2008)
Intercultural dialogue involves open interactions between individuals from different
cultural backgrounds, with the objective of understanding each others' worldview. This gives

people a chance to understand the origin of their differences, but also to appreciate the similarities they share. Intercultural dialogue is an important step in overcoming the boundaries that separate people and groups. However, dialogue is only one element of the puzzle. One needs to go beyond dialogue and take concrete actions that reflect an understanding and appreciation of cultural diversity. (Civilization, 2015) It requires the freedom and ability to express oneself, as well as the willingness and capacity to listen to the views of others. Intercultural dialogue contributes to political, social, cultural and economic integration and the cohesion of culturally diverse societies. It fosters equality, human dignity and a sense of common purpose. It aims to develop a deeper understanding of diverse world views and practices, to increase co-operation and participation (or the freedom to make choices), to allow personal growth and transformation, and to promote tolerance and respect for the other. (Affairs, 2008)

Based on existing experience, one can propose these crucial conditions that must be fulfilled from the very outset, or achieved during the process:

•Equal dignity of all participants;

•Voluntary engagement in dialogue;

•A mindset (on both sides) characterized by openness, curiosity and commitment, and
the absence of a desire to "win" the dialogue;

•A readiness to look at both cultural similarities and differences;

•A minimum degree of knowledge about the distinguishing features of one's own and
the "other" culture;

•The ability to find a common language for understanding and respecting cultural
differences. (Europe)

If there is a European identity to be realized, it will be based on shared fundamental
values, respect for common heritage and cultural diversity as well as respect for the equal
dignity of every individual. Intercultural dialogue has an important role to play in this regard.

It allows us to prevent ethnic, religious, linguistic and cultural divides. It enables us to move
forward together, to deal with our different identities constructively and democratically on
the basis of shared universal values. Intercultural dialogue can only thrive if certain
preconditions are met. To advance intercultural dialogue, the White Paper argues:

•the democratic governance of cultural diversity should be adapted in many aspects,

•democratic citizenship and participation should be strengthened,

•intercultural competences should be taught and learned,

•spaces for intercultural dialogue should be created and widened and

•intercultural dialogue should be taken to the international level.

Intercultural dialogue is a necessity for our times. In an increasingly diverse and insecure world, we need to talk across ethnic, religious, linguistic and national dividing lines to secure social cohesion and prevent conflicts. The main message of the White Paper is that intercultural dialogue is impossible without a clear reference to universal values- democracy, human rights and the rule of law. (Affairs, 2008) Intercultural dialogue has taken a new meaning in the context of globalization and current international climate in politics. Thus it is becoming a vital meaning of maintaining peace and world unity. (UNESCO)

The "Declaration in Intercultural Dialogue and Conflict Prevention" is based on the following principles and shared values:

•respect for cultural identities and expressions of their heritage provided that these
comply with the principles upheld by the Council of Europe;
•fair treatment for all cultures and beliefs or convictions which respect the principles of
the Council of Europe;
•mutual respect through the recognition of diversity in terms of education on culture,
on the philosophy of ideas, religions and spiritual values;
•equality in access, participation and creativity of every sector of society so as to take
into account and promote the cultural component and cultural diversity in all their
dimensions. (Europe, In from the margins, 1997)
Regarding cultural diversity and intercultural dialogue the following principles are
underlined:
¬Principle of cultural diversity
It is necessary to distinguish two dimensions within cultural diversity: internal
diversity which refers to the respect of cultural rights, tolerance, political and cultural
pluralism and the ability to accept otherness. The model of an intercultural society is based on
the principle of equality between cultures, the value of cultural heterogeneity as well as the

constructive dimension of dialogue. Hence, elements of difference and division must not be viewed as harmful and inimical to the creation of a collective plan requiring differences to be taken into account and otherness to be respected. Because of that an effort should be made to seek multiple ways of expressing diversity, and to raise citizens' awareness of the richness of diversity, the more so that globalization of exchanges can only be conceived of with due respect for diversity.

¬Principle of intercultural dialogue

Intercultural dialogue must be encouraged and fostered. It comes within the framework of the European Convention on Human Rights about the principles of freedom of thought, of conscience, of religion, of expression. The application of this principle cannot be limited to dialogue about convergence; it should include dialogue about what separates cultures and populations. Communication, information and media must foster intercultural dialogue subject to mutual respect. (Europe, In from the margins, 1997)

3. INTERCULTURAL COMMUNICATION AND COMPETENCES

Communication mechanism moves the process of adopting the values and value

orientations and traditions of a community, its culture, and the culture of others.

Communication activity encourages and creates opportunities for personal development, independent, autonomous and authentic person. The person in communication activities adopts the behavior, rules and values, because through the process of socialization is preparing to participate in the social and cultural life. (Vlado Petrovski, 2013)

Intercultural communication is defined as situated communication between

individuals or groups of different linguistic and cultural origins. This is derived from the

following fundamental definitions: communication is the active relationship established

between people through language, and intercultural means that this communicative

relationship is between people of different cultures, where culture is the structured

manifestation of human behavior in social life within specific national and local contexts, e.g.

political, linguistic, economic, institutional, and professional.

Intercultural competence is an integral part of intercultural communication. It refers to

the active possession by individuals of qualities which contribute to effective intercultural

communication and can be defined in terms of three primary attributes: knowledge, skills and attitudes. (LanQua, 2010)

The culture is the reason for many misunderstandings, feelings of hostility and difficult interpersonal interactions in our everyday life. If we truly want to succeed in a globalized society, we need to open our eyes and take a look at culture and how it affects our lives. (McMahon, 2011)

3.1. INTERCULTURAL KNOWLEDGE AND ATTITUDES

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. These values are part of one's social identities.

Intercultural attitudes curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own This means a willingness to relativize one's own values, beliefs and behaviors, not to assume that they are the only possible and naturally correct ones, and to be able to see how they might look from an outsider's perspective who has a different set of values, beliefs and behaviors

Another crucial factor is knowledge, not primarily knowledge about a specific culture,
but rather knowledge of how social groups and identities function and what is involved in
intercultural interaction. Knowledge of social groups and their practices in one's own and in
one's interlocutor's country, and of the general processes of societal and individual interaction So knowledge can be defined as having two major components: knowledge of
social processes, and illustrations of those processes; knowledge about how other people are likely to perceive you, as well as some knowledge about other people.
To be able to say that students possess intercultural competences they need to obtain:
•knowledge of the cultures, histories and ways of life of different communities and the
ability to recognize their impact on behavioral norms in given fields of
communication
•understanding of the relationship between culture and the contexts of communication
•critical awareness of their own and others' beliefs and values
•sensitivity towards cultural stereotypes and related obstacles to successful
intercultural communication (Michael Byram, 2002)

Students who have acquired such knowledge and understanding will be expected to
demonstrate the capacity for:
•effective communication with their interlocutor
•application of the knowledge of culture and cultural values in intercultural contexts
•adaptation of their behavior according to the demands of different intercultural
situations
•identification and critical analysis of the cultural components of the communication
•reflection on the cultural factors influence (Michael Byram, 2002)
About the new culture Students also can gather knowledge about their:
•festivals and rituals
•dress codes
•food, cuisine, shopping
•forms of address and greetings
•local language
•gestures and body language
•attitudes towards smoking, alcohol, and drugs
•gift-giving and neighborliness
•daily schedules
•political system and organization
3.2. INTERCULTURAL SKILLS
Communicating is essential for understanding the attitudes, value systems, behaviors,

points of view, the entire cultural context of one's interlocutor. One must be able to decipher

his message correctly and know what stance to adopt in relation to him, referring to one's

own cultural context. In order to communicate, people have to understand each other,

exchange and interact, not only on the linguistic level. The success of intercultural communication does not depend only on the level of linguistic skill acquired. Without intercultural skills, the simplest communication sometimes proves impossible. (Guliver)

The teacher's task is to develop attitudes and skills as much as knowledge, and teachers can acquire information about other countries together with their learners; they do

not need to be the sole or major source of information. Skills are just as important as attitudes and knowledge, and teachers can concentrate as much on skills as upon knowledge.

In intercultural communication of great importance are the following skills:

•Skills of interpreting and relating: ability to interpret a document or event from

another culture, to explain it and relate it to documents or events from one's own

•Skills of discovery and interaction: ability to acquire new knowledge of a culture and
cultural practices and the ability to operate knowledge, attitudes and skills under the
constraints of real-time communication and interaction. (Michael Byram, 2002)
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3.2.1. IMPROVING THE INTERCULTURAL COMMUNICATION SKILLS

Improving the Intercultural Communication Skills can be made by:

•Awareness of culture: Self-awareness is the first step to effective intercultural communication. there are few points which are very important: the way of communicating (direct or indirect), using of the nonverbal gestures in appropriate context, thinking about communication style and its development and the aspects of the culture shaped in the way of the interaction with others.

•Being a learner: Solving a problem with people from all different parts of the world is rich opportunity for learning. The accent would be put on finding out what other people's ideas are, how those ideas might reflect their own culture

and how various points of view could create a stronger solution to the problem.

•Being curious: Curiosity is important when students are dealing with different

cultures. If they aren't curious about other cultures, then probably they haven't had the

chance to experience them. The challenge and the exciting thing about intercultural

communication is that everyone is operating on different assumptions and values.

Traveling abroad is a great way to spark students' curiosity about different cultures.

•Listen and observe: Usually there is a lot of emphasis placed on the value of speaking

and voicing the opinion but not as much value is placed on observing and listening.

There is so much to gain if students are willing to listen more than they talk and watch

how others communicate.

•Experience different cultures: Traveling is the best way for students to inspire

curiosity about other cultures but they can also have exposure to different cultures by

visiting different kinds of restaurants or districts. Students also can join social groups

for international professionals or even attend plays, art museums or watch movies that

are from another culture.　　　(McMahon, Your Intercultural Communication　Skills-　5
Ways to Improve, 2011)

3.3. INTERCULTURAL AWARENESS

Culture is like the color of our eyes. We don't notice it ourselves, but when we are
interacting with others, it's simple for us to see. To find out what our eyes look like, we have
to gaze into a mirror, and it will show us our reflection. To become aware of our cultural bias,
we have to reflect on what our own culture is like. (Magazine) Critical cultural awareness is
an ability　to evaluate, critically　and on the　basis of explicit　criteria, perspectives, practices
and　products　in　one's　own　and　other cultures　and　countries　There　is　nonetheless a
fundamental　values　position　which　education should　promote:　a　position　which
acknowledges　respect　for　human　dignity　and equality of human rights as the democratic basis
for social interaction. (Michael Byram, 2002)

4. DEVELOPING OF THE INTERCULTURAL DIMENSION

Education for intercultural understanding remains central to the Council of Europe's

activities to promote greater mutual understanding and acceptance of difference in our
multicultural and multilingual societies. (Michael Byram, 2002)

The intercultural dimension is concerned with

•helping learners to understand how intercultural interaction takes place,

•how social identities are part of all interaction,

•how their perceptions of other people and others people's perceptions of them influence the success of communication

•how they can find out for themselves more about the people with whom they are communicating (Magazine)

Cultural activities can provide knowledge of diverse cultural expressions and so contribute to tolerance, mutual understanding and respect. Cultural creativity offers significant potential for enhancing the respect of otherness. The arts are also a playground of contradiction and symbolic confrontation, allowing for individual expression, critical self-reflection and mediation. They thus naturally cross borders and connect and speak directly to people's emotions. Creative citizens, engaged in cultural activity, produce new spaces and potential for dialogue. (Affairs, 2008)

Some of the following teaching tools and methods may be used to promote intercultural communication skills:
•simulation activities, followed by reflective discussion and/or written analysis
•informal face-to face interaction in hypothetical contact situations
•guided group activities
•learner diaries
•questionnaires
•peer teaching
•tandem exchanges
•study visits abroad or local contact with speakers of other languages
•cross-cultural study projects
•reports
•oral presentations
•ethnographic projects
Intercultural competence can be separated into knowledge, skills and attitudes. Skills
and attitudes need to be assessed in other ways such as role-play, observation, self-assessment or reflection on critical incidents.
Developing the intercultural dimension in educational process involves recognizing
that the aims are: to give learners intercultural competence as well as linguistic competence;

to prepare them for interaction with people of other cultures; to enable them to understand
and accept people from other cultures as individuals with other distinctive perspectives, values and behaviors; and to help them to see that such interaction is an enriching experience.