Abstract
The study focuses on some aspects of plurilingual and intercultural competences of future teachers – their theoretical outcomes and data from comparison of two research studies. After presenting the main concepts and situation in Slovakia, it describes and compares aims, samples, methodology and data from 2 studies (2002, 2015) on the perception of the need to use various foreign languages and cultures, especially in the performance of the teaching profession. Their comparison gives evidence about areas in which it has grown.

Keywords: teacher, plurilingual, intercultural, awareness, competence

Introduction
Requirements on the scope of teachers’ professional competence are continuously increasing. As a consequence of growing globalization and the current massive wave of migration, teachers’ intercultural and plurilingual competence has become crucial. It is emphasised in documents of the Council of Europe (Guide 2007, Beacco et al., 2010; CERR, 2001), FREPA by the European Centre of Modern Languages ECML (Candelier & Camilleri-Grima, 2012) as well as the European Commission (Key Data, 2012).

First, some terms should be explained. The prefix “multi-” means simultaneous presence of several cultures (multiculturalism) or several languages (multilingualism) in a given geographic area (Guide, 2010, p. 16), where also people speaking one language may live. “Plurilingualism” designates a person’s ability to use more languages, even if not mastering them perfectly (SERR, p. 12). The prefix “inter-”