

homework assignments. Using social media in the classroom can encourage more participation. Students who do not participate regularly in class may feel they can express their thoughts through social media. Although this should not completely replace the class participation it can help build the students' confidence and encourage them to find their voice and be able to participate in class.

Classroom diversity promotes student growth and reflection. By talking and listening to people different from ourselves, we learn and enlarge our understanding. Diverse classrooms play an essential role in career preparation. Students are entering job markets with diminishing concern for community or national boundaries. Integrated classroom environments are important in helping students learn to collaborate and communicate with the different cultures and backgrounds found in the 21st century work environment.

УДК 378.147 + 372.881.111.1

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**THEORETICAL GROUNDING FOR FORMATION
OF STUDENTS' COMMUNICATIVE MOBILITY
IN CROSSCULTURAL INTERACTION BY MEANS
OF LITERATURE CIRCLES METHOD**

Публікація присвячена висвітленню теоретичних підходів до визначення потенціалу методу літературних кіл з формування комунікативної мобільності студентів в умовах кроскультурної взаємодії.

The publication deals with the analysis of the potential of literature circles method for the formation of communicative mobility of students in the process of crosscultural interaction.

The key component of foreign language communication competence is a communicative mobility – the ability to react quickly in any situation of everyday and professional crosscultural communication. Among the characteristics necessary to respond to the requirement of the modern society, there are foreign language

communication skills, the ability to interact in diverse groups, to apply new forms of interaction, as well as the ability to use a foreign language to gain new knowledge about the world in general and in professional fields. This involves expanding the range of possible situations of foreign language communication behavior.

Being in the constant search of methods and techniques to improve students' communication competence, teachers of foreign languages address to the best practices and approaches applied in L1 classes that have the potential to be adapted in the field of teaching EFL and ESL. The method of Literature Circles is gaining in popularity in English language classes as an effective way to increase motivation, to create authentic learning environment, to promote student engagement and collaborative learning, to develop critical thinking skills, etc. Its universal nature and obvious efficiency makes it a valuable tool for teaching English language in Ukraine at every educational level.

Being identified as a social activity, Literature Circles model bases on the theory of Vygotsky (1978) who suggested that modelling social environments in the class provide learners with an opportunity to apply higher levels of cognitive processing. A comparatively recent research conducted by Harvey Daniels links Literature Circles to the student achievements. The study is largely devoted to implementation of the method as part of L1 reading curriculum (Daniels, 2002). C.M.Martínez-Roldán and J.M.López-Robertson (1999) discuss Literature Circles as an effective tool for a bilingual classroom. The analysis of the researches (B. Burns (1998), M. Farinacci (1998), E.G. Brabham, S.K.Villaume (2000), Gilbert, L. (2000), C. Peralta-Nash and J.A. Dutch (2000), P. Whitin (2002) on the effectiveness of Literature Circles, provided by ERIC Digest (2002) reveals the following three basic elements of the method: diversity, self-choice, and student initiative, and identifies it as an efficient vehicle through which students learn to think critically, express their ideas in oral and written forms, better develop their communication experiences and learn to adapt to different communicative situations and environment. Thus, Literature Circles

have a rich potential to be implemented in EFL class at the university level as a tool to contribute to communicative mobility development.

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УДК 811.111

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BASIC PSYCHOLOGICAL ASPECTS OF DEVELOPING THE WORLDVIEW OF STUDENTS IN FOREIGN LANGUAGE CLASSES

In the article, the role of such psychological processes as imagination, attention, comprehension and memory during learning foreign languages at higher educational establishments, as well as the forming and development of the student's art outlook, are under the author's consideration

The artistic outlook of a citizen is considered as a generalized system of his artistic knowledge, values and principles, which determines the content and character of his/her personal self-realization in a professional sphere. The way of forming an integral