that will lead to the development of students' creative activity and cognitive activity.

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SOME WAYS OF FORMING POLYCULTURAL PICTURE OF THE WORLD OF STUDENTS MAJORING IN LINGUISTICS

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Abstract. *Modern educational trends necesitate formation of a polycultural picture of the world as an integral part of the professional model of specialist's personality. An effective way to solve this problem is organization of individual reading which extends students' idea of the culture of the target language speakers, educates interest and a positive attitude towards differences in cultures. The article presents some levels of analysis of literaturary texts assigned for individual reading: poietic, neutral and aesthetic.*
Keywords: *multicultural view of the world, individual reading, poietic, neutral and aesthetic levels of analysis of a literary texts.*

The problem of rapprochement of nations, geographical, religious and mental expansion of migration leads to formation, especially in Europe, of a polycultural environment as a specific reality characterized by a tolerant attitude towards other cultures and the desire for its understanding and studying, while maintaining their cultural identity. This idea of the current processes is at the heart of one of the main principles stated by the Committee of ministers of the Council of Europe in a common European framework of references for language learning, teaching an assessment, namely: " a rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected

and developed, and a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding" [1]. Enrichment by knowledge accumulated over many centuries in European culture, and developing skills of their creative use in professional and personal space leads to necessity of formation of a polycultural picture of the world as an integral part of the professional model of specialist's personality.

The aim of research is to determine factors and disclose specificity of organization of individual reading as a linguodidactic means influencing formation of the polycultural picture of the world.

The following research methods were used to achieve the aim: analysis of scientific literature in the field of linguistics, didactics and methods of teaching foreign languages; observation of educational process; summarizing experience of teaching individual reading in pedagogical higher school; interviewing teachers and students.

In our opinion, the most effective factors influencing development of polycultural picture of students' world are as follows:

- independent research, analysis and synthesis of information from the Internet space;

- integrated approach to applying theoretical material;

- personal communicative experience in the course of professional formation;

- use of authentic materials - offered by the program (or a teacher), or chosen individually.

We would like to scrutinize the last factor.

Use of authentic materials provides students with an opportunity to observe language in action in the appropriate culture, give direct access to it. An effective form of work with authentic material, in our opinion, is individual reading - a kind of reading in which one group of students read different texts, in this case - not adapted, authentic works of literature. At the same time students are encouraged to choose the text for the study, and then are given opportunity to share their findings with others.

Individual reading as a means of formation of communicative competence is investigated in works by O. B. Bessert, E. S. Propastina, E. V. Kuzmina and others. The scientists emphasize that it is individual reading that is increasingly being used in secondary schools of different types, as well as in higher education in different departments. Requirements of each level are different, but the goal is the same: deepening of linguistic knowledge, increasing general outlook, formation of aesthetic needs, as well as development of both prepared and unprepared speech, development of logical thinking, interest in reading as a process that has recently become quite problematic. In addition, use of individual reading, in our opinion, contributes to development of polycultural

picture of the world, since it expands student's idea of the culture of the world of authors and / or their characters, educates interest and a positive attitude towards differences in cultures.

It is known that individual reading as a kind of reading is a set of skills meant for learners to master to extract information with varying degrees of depth and accuracy of understanding. Organizationally individual reading is an independent, extracurricular, additional one. When practicing individual reading in the framework of the student-oreinted approach, there come to the fore cognitive and communicative activity, inner motivation in studies, personal significance of the subject of speech activity, comfort of studies, self-control, lack of the sense of insuperable difficulty of mastering a foreign language (O. B. Bessert). Individualization of such work is expressed in a specific organization of educational process, i.e., students choose texts according to their linguistic level, individual interests, motivations, etc.

However individual reading is often considered a form of independent work which students perform outside the class. And often this kind of work is supervised extracurricularly. Note that *independent work* is a kind of educational activity that implies not only individual, but team work and is performed without teacher's help; while *individual reading* focuses on the work of each individual. A quality indicator of student's performance of individual reading reflects its level of formation of the communicative competence that comprises the following components: linguistic, discursive, pragmatic, strategic, sociocultural and aesthetic. It is communicative competence that obviously has the greatest impact on formation of polycultural picture of a student's world.

We consider the aesthetic component to be the central one in communicative competence when working with a work of literature. Accepting the idea of M. Kresso that a work of literature is a kind of communication, we really consider individual reading process to be the Author - Text - Reader triangle, in contrast to home reading, where the relationship is much more complex: the Author - Text - Group of Readers (students) - Teacher directly or indirectly influencing the process.

Some modern scholars (J. Kristeva, W. Iser, E. Barboten, Yu. Lotman, A. Naumenko, J. Gardes-Tamine etc.) whose research we rely on, are convinced of particular importance of the aesthetic component of a work of literature. We refer to works by Yuri Lotman [5], Wolfgang Iser [4], A. M. Naumenko [6].

Considering reading process to be a communicative act, we understand that its implementation requires presence of all six parameters whose relationship were examined by R. Jacobson, M. Riffaterre, C. Peyroutet and others, namely Addresser (author) - Addressee (reader) - Context (work of literature) - Message (literary text.) - Contact (channel) (material format of text (paper / electronic) - Code (language). This concept allows considering six basic communicative functions of a literary work, each of which focuses on one of the parameters:

referential (communicative), emotive (expressive), conative (appellative), metalinguistic and phatic.

J. Gardes-Tamine believes that artistic communication is impossible without two more functions: cognitive and symbolic, emphasizing aesthetic character of both. The task of cognitive function is to connect the reader to the outer world. Language, according to the scientist, is a filter between us and the universe, and through it we perceive the world. Language shapes the world, and through it we cognize it.

The symbolic function, according to J. Gardes-Tamine, enables us to enrich the world. Due to this function, we can imagine what we have never seen. It is this function of a work of literature that develops reader's creative thinking, imagination, enriches emotional perception of the world.

Aesthetic function implies reader's ability to synthesize cognitive and symbolic functions of a work of literature. It is aesthetic function that transmits the author's conscious or unconscious intention. It characterizes a work of literature as a finished product of the author's aesthetic activity, and in its turn, becomes an object of aesthetic perception of the reader.

It may be noted that J. Gardes-Tamine considers all work of literature to be an aesthetic symbol, which is the result of social, historical, psychological factors involving the reader in the process of perception. It is studied by the reader as a finished product, which influences reader's subjective perception and reproduction. Text in this case is a complex object characterized by three aspects: the author's intention, the finished linguistic product and the reader's perception. Thus, we return to the triangle: Author – Work of Literature – Reader. J. Gardes-Tamine analyzes a work of literature due to these three levels.

Perception is investigated at the poietic level which comprises all that relates to creation of a work of literature: events and ideas of the era influencing the writer's output, social and economic conditions, the author's biography, etc. At this level we study the psychology of the inner "I" of the author affecting formation of his\her individual style. It is at this level that style is considered to be an individual choice.

At the aesthetic level we investigate perception of the work of literature, which, according to the author, depends on time and place. The author also emphasizes that literary text always functions as a somewhat projective one whose analysis depends on the text itself and on the one who performs this text, i. e. on a reader. Thus at this level the only relations preserved are Work of Literature – Reader. The nature of these relations depends on such communication characteristics of the recipient as age, intellectual baggage, emotional spirit, experience, etc. It is at this level that we investigate actuality of a literary work and characterize an artistic image.

The neutral level reveals the stylistic character of a literary text. Here the text exists regardless of who has written and who is reading it. At this level we

313

investigate the paradigmatic and syntagmatic fields, conduct a multilevel linguistic analysis: phonetic, grammatical, lexical, and stylistic.

All these aspects have been taken into account in the development of our scheme of aesthetic and stylistic analysis of the text.

Thus, we suggest analyzing a literary text on three levels: on the poietic level where we disclose a legend of the work: socio-historical moment of its creation, some literary trends of the period, the subjective picture of the world of the writer, especially his\her aesthetic ideas and individual style. At this level we present the work itself: the theme, idea, problems, characteristics of the characters, title comments, the image of the author.

At the second level - neutral - we characterize the stylistic value of a literary text. At this level we characterize communicative functions, the paradigmatic and syntagmatic fields with their stylistic deviations, i. e. characterize a text at linguistic levels: lexical, phonetic, grammatical and stylistic.

At the third, aesthetic level, there appears personal perception of the work of literature by the reader. Here we reveal actuality of the work, especially of its artistic images, its cognitive and symbolic functions, aesthetic and educational value.

In our opinion, this scheme is perfectly appropriate for analysis of a work of literature during individual reading. It allows students to choose the level and form of presentation of a literary text, revealing all components of communicative competence: linguistic, discursive, pragmatic, strategic, sociocultural and aesthetic. It is certainly difficult to perform a deep aesthetic and stylistic analysis of the whole text at the stage of presentation of individual reading. Students may content themselves with a free sample of stylistic devices and lexical resources or provide analysis of any passage.

Conclusions. The suggested form of independent work, in our opinion, allows students to creatively perform individual reading, discovers their personal potential; and as for the teacher – to quite objectively assess the level of individual preparedness and communicative competence of learners. Teacher's monitoring and assessment activity organized due to the principles of interactive learning implement requirements of personally oriented education, which undoubtedly affects formation of polycultural picture of the world of students - future philologists.

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THE METHOD OF DRAMATIZATION AT THE INTEGRATED MUSIC LESSONS

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Abstract. *The article is dedicated to the actualization of the integrated music lessons in theory and artistic practice of pedagogical education. The implementation of innovative technologies in the education system will significantly contribute to the development of the information society and facilitate integration of Ukraine into the world community. The basic functions and features of the method of dramatization at the integrated music lessons were defined.*
Keywords: dramatization, integration, integrated music lesson.

Problem statement. In Ukraine, the integration processes are fundamental principles of education reform, along with the principles of humanization and democratization. In the system of innovative education many educational technologies based on integrative approaches are being developed and implemented. However, the question of what the integrated lesson is, still remains controversial, the issue of the implementation of the integrated lessons at initial schools is little studied, the integration principle is not provided in the