

communicative patterns while working in the scaffolded cooperative language environment. Cooperative learning structures turned out to be quite effective. They responded well to various Kagan's structures, Slavin's Jigsaw reading. Sharan's Group Investigation was too complex for the students; they switched to Ukrainian all the time, though the final product (a poster) was well prepared.

*Assumption 9 and 10:* The role of the teacher in the language classroom is that of a facilitator and the classroom is a community where learners learn through collaboration and sharing. *Personal Experience:* The role of the teacher changes a lot as a cooperative class presupposes such shift. Teacher structures communication in a way that it occurs within the pairs and groups of students. The class is organized according to the principles of interdependence, face-to-face promotive interaction, social skills formation, individual and group results processing. Students reacted well to such class organization. Although there were cases of social loafing. The Ukrainian students are very comfortable with sharing with each other which, in general, is not a very bad quality, but in terms of a communicative learning situation where everyone has to contribute this interferes a process of learning.

To sum up, introduction of a communicative language teaching approach facilitated by cooperative learning in a particular Ukrainian ESL classroom had a dual effect. On the one hand, it was technically difficult to adjust the tasks and available resources to the needs of the students, also there were challenges in making students stick to English while in the class. On the other hand, the students became more confident in the target language, they became more engaged and willing to do extracurricular English tasks and improve their communicative skills. We believe that CLT has a lot of potential for teaching EFL in Ukraine.

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## MULTICULTURAL EDUCATION AS AN INTEGRAL PART OF THE FOREIGN LANGUAGE TEACHERS' PEDAGOGICAL CULTURE

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As far as you know language is the means of understanding the world picture, the acquisition of values created by other peoples. At the same time language is the key to discover the uniqueness and originality of their own people's identity and historical achievements of other cultures representatives. Nowadays the Ukrainian language education system has changed recently. And these changes are positive. Particularly, the socio-cultural context of learning foreign languages has substantially

changed. Their educational and self-educational functions significantly increased at universities, their professional relevance on the labor market has grown in general as well, which led to increased motivation in studying language for international communication. Priority significance acquired language learning as the means of communication and communion to the spiritual heritage of the studied countries and peoples. It became particularly relevant an interactive approach to learning native and foreign languages at school, especially in the development of speech culture. As a consequence, the main objectives of foreign language teaching at school are:

1. Formation and development of students' communicative culture, for example, formation and development of language, speech and social competence; training standards of intercultural communication in a foreign language; the development of culture of speaking and writing in a foreign language under conditions of formal and informal communication.

2. Social and cultural development of pupils, for instance the study of their native language and culture and foreign languages and cultures of other nations, the development of students' abilities to represent their country and culture under conditions of a foreign language intercultural communication.

3. The formation of students' respect to other peoples and cultures, readiness for business cooperation and interaction, for joint solution of universal problems.

4. The development of motivation to learn a second foreign language.

5. The development of students self-potential with the diversity of the contemporary multilingual and multicultural world.

6. The development of students' intellectual and creative abilities in the process of study languages and cultures.

So, the great importance on first stage of learning a foreign language is: the stimulation of needs to become familiar with the world of foreign peers and the use of foreign language for these purposes. On the second stage of training it is very important to study a foreign language as the means of international communication through: socio-cultural development of pupils; cultural and art-aesthetic development of pupils by reference to the cultural heritage of the target language; the formation of skills to introduce their native culture and country in terms of foreign language intercultural communication.

On the final, third stage of learning a foreign language one should promote a foreign language communicative competence, ensuring the use of a foreign language in situations of formal and informal communication. In the spotlight – the deepening of knowledge about cultural studies image and lifestyle in the language is spoken.

It should also be noted that the objectives and the content of foreign language education training of senior pupils are expanded by an interdisciplinary connection of a foreign language with studying of other subjects. A high school should also create conditions and encourage students to study several foreign languages. The main task facing the teacher of foreign languages - is to teach children and adolescents the ability to live, and therefore the ability to communicate. Consequently, the search for the most affordable advanced and interesting training methods for students is the main goal of any creative teacher.

I will list some of the teaching methods, which suggest modern innovative educational technologies: cooperative learning; design methodology; Tandem - method; Language Portfolio; interactive whiteboard; multimedia programs; Internet - resources that offer basic set of services: e-mail, teleconferences, video conferences, the ability to publish their own information, to create its own home page and to place it on the Web - server, the access to information resources (reference and search systems), the conversation on the network.

Each of the methods has its specific features. As for the practical application of methods, I believe that it is not necessary to use only one method. It would be better to integrate several methods combining their best side in relation to the students, because at the moment there is no universal method. In my opinion, at the present stage of technique development there is an integration of methods. We can say that it began the formation of a complex method that incorporates the best elements of the different methods, and does not exclude the traditional teaching methods, but harmonically coincide with them at all stages of training: familiarization, training, application control. However, any innovation will be successful only under the coverage of all levels of education: primary, middle and high, and if the entire teaching staff is involved into the process.

In fact, the transition from the raining as presenting knowledge system to the active work at the assignments (problems) in order to work out specific solutions - from the learning of the individual subjects, as already mentioned, to a multidisciplinary (interdisciplinary) study of complex life situations.

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### **INTERACTIVE LEARNING AS SPECIAL FORM OF COGNITIVE ACTIVITY ORGANIZATION**

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Ukraine's integration into the world community requires the perfect mastering of foreign languages, so foreign language mastering is one of the priorities of education system reforming. The key issue of Ukraine education modernization