

## **INCLUSION OF INNOVATIVE TECHNOLOGIES IN LEARNING A LANGUAGE**

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**General formulation of the problem.** Innovative technologies, being fundamentally new forms of interaction between a teacher and a student in modern pedagogy, are capable of ensuring the effectiveness of pedagogical activity. These technologies are "a set of methods, tools and activities that provide innovation" [4, 15]. Such technologies include technologies that assist the teacher in organizing innovative pedagogical activities, for example: research design technologies, computer technologies, psychotechnologies, case technologies, various kinds of interactive technologies and art technologies. The concept of "art technology" in modern pedagogical science is relatively new and does not have an exact definition, since the process of perception, which is in its foundation, is different for each person and depends on his psychological capabilities [3]. The difficulty of teaching oral speech is associated with a number of factors, the main of which are emotional stress, language barrier, and decreased interest in learning. There are different types of art technologies: music therapy, bibliotherapy, video therapy, drama therapy, game therapy. Art technologies also include visual aids (photographs, paintings, cartoons, diagrams, collages, slides); fairy tales; songs; rhymes and poems; games; cinema; computer creativity; theatrical performances; dancing; drawing [2].

**Purpose of the study** is to consider the possibilities of using art technologies in teaching Ukrainian as a foreign language.

**Analysis of recent publications.** A person perceives art through complex mental activity. This activity is distinguished by certain emotional and cognitive moments. Many domestic and foreign scientists, including L. Vygotsky, E. Medvedeva, A. Graborov, L. Dabrovolskaya, V. Kashchenko, E. Seguin, O. Decroli, have been studying the mechanisms of the influence of art on psychological and pedagogical processes. E. Surno considers aesthetic education. He argues that art is "one of the main means of education, influencing the morality of a person, as well as the formation of his imagination, thinking and emotional background" [4]. According to I. Kungurova, "the use of various techniques of different types of arts in the educational process is a means of creative self-realization and a way of personal development of a future specialist" [5, 46]. B. Becker-Gloch and

Y. Bülow believe that the starting point of the modern understanding of art technology is “artistic creativity associated with the action of three factors: expression, communication and symbolization” [1, 58]. E. Taranova considers the analyzed concept as "a set of means, principles and mechanisms of different types of art, for their awakening the artistic activity of the individual in order to optimally solve the professional and pedagogical problems of education, training and development (without pursuing the special goals of serious art education)" [7, 9]. The purposeful use of art technologies not only increases the level of knowledge of the language among students, but also contributes to further motivation of students to learn the language. M. Kiseleva, M. Alekseeva, A. Hill, L. Lebedeva, A. Khibuchenko emphasize that the competent use of these technologies helps students overcome the language barrier and the fear of making mistakes, contributes to the development of the ability to speak in front of an audience, and develops the ability to listen to the interlocutor.

**Presentation of the main material.** Art technologies are considered a new phenomenon in modern pedagogical science. It stood out, took shape and began to develop independently in the middle of the 20th century in the USA and Great Britain. At the same time, the experience of many art teachers, art critics, psychologists was used. The knowledge gained from these areas of science turned out to be valuable, since they help to reveal, study the laws of the development of society.

Modification of a business game, or an imitation game, is one of the popular and frequently used types of art technology. In such a game, the activity of a creative team (theater troupe, museum or musical group) and its structure (theater, museum, philharmonic society, etc.) is reproduced. Students mimic an internal creative process such as rehearsing a piece of music. Specificity is reflected in conditions close to real ones. Video discussion belongs to the technologies under consideration. This is an analysis of a video clip according to a given plan of a certain problem from the course of the discipline. Students can discuss snippets or videos, news videos, promotional videos. To create a discussion after watching the movie, students need to ask some key questions.

Psycho-gymnastic exercises as art technology include oral and written, non-verbal and verbal exercises. They expand consciousness and with their help you can find other ways of perceiving the same problem. They can be done in small groups. The fact is that psychologists have studied the human subconscious by the method of free associations. Observations from research data served as the material for these exercises. The student, through free association, unites in his subconsciousness related phenomena, concepts, feelings, events.

The use of songs, rhymes, and poems in a foreign language lesson allows students to master vocabulary and grammatical structures without much effort. The inclusion of songs forms the linguistic competence of students, develops pronunciation skills. The content of the lyrics of songs and poems expands the active vocabulary.

The inclusion of art technologies can be useful in the process of teaching any language as a foreign language to students of non-linguistic universities. This approach allows the teacher to increase the motivation of students, and as a result, improve their academic performance. It should be noted that art technologies are suitable for working with students of different abilities and in groups with their mixed level, which allows each student to act on their own level and be assessed individually.

For example, an event timed to the anniversary of the founding of a popular musical group can be considered an element of art technology. The purpose of this event may be to expand the cultural horizons of students, increase the educational level and quality of foreign language proficiency, stimulate intellectual and linguistic activity, aesthetic taste. The event may involve such means of art technology as cartoons, songs, slides, dances, drawings and others.

A scientific, fictional or documentary film can be used in the classroom and interest students, increase their knowledge in the field of the studied language. When working with a film, you can effectively use exercises with visual support (paintings, photographs). It is advisable, after watching the film, to present a reading task with visual support. For example, a teacher shows a picture / photograph of a subject or object from a film, distributes small texts related to the information viewed, and instructs students to select and read the corresponding text aloud. After introducing and practicing the necessary lexical units, students can be offered dramatization to develop the skills of oral dialogical speech. Based on the plot viewed, the students act out a scene. They are only given the beginning of the scene, the development of further events, they should think over independently.

Music therapy can be effectively incorporated into exercises that use art technology. The teacher can invite students to choose their own soundtrack for the movie or fragment they watched, arguing the choice and commenting on the words of the song and music in the context of what they saw. The use of popular melodies, modern songs, beautiful pieces of music in many cases helps to overcome shyness and stiffness in communication to uncertain students, to find topics for dialogue in language classes. It should be noted that the use of songs in teaching to speak any language as a foreign provides additional opportunities in teaching the phonetic side of speech activity. Listening to songs helps to achieve the formation and automation of students' phonetic skills.

**Conclusions.** The considered technologies help the student to become aware of himself as a person in a team. The student develops his social skills related to the provision of mutual support in the team, observes the results of his actions and their impact on others, adapts in the modern socio-cultural space. With the help of art technologies, new forms of student's behavioral activity are being mastered, which have a positive effect on relationships with others; his personal identity is strengthened. Through the harmonious world of art, the student absorbs moral values, develops the organs of sense, attention, memory, intuition. *Prospects for further research* are to study the potential of art technologies in teaching Ukrainian as a foreign language; in the development of a system of exercises using innovative techniques.

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