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## INNOVATIVE ASPECTS OF STUDYING ENGLISH AT THE ART FACULTY

**Formulation and justification of the relevance of the problem.** New political, socio-economic and cultural realities in Ukraine, the impact of technological advances require extension of the functions of English as a subject. In accordance with the National Standard for foreign languages for higher education, the main purpose of learning a foreign language is formation of students' communicative competence. This means that high school graduates must possess the necessary knowledge, skills and abilities to carry out different types of speech activity: listening and comprehension, speaking, reading, writing. According to the Letter of MES № 1/9-120 of 11/03/15 of Minister of Education and Science Serhiy Kvit in which he states: «To create conditions for studying the English language as a language of international academic communication for the sake of achieving of the B2 level by higher education graduates according to the European recommendations of language education. In the case of providing the student with an international certificate confirming the level of English proficiency, the student can be exempted from studying this discipline» [6].

The educational importance of studying foreign languages, their professional function at the labour market as a whole in the XX century have considerably increased, which caused an increased motivation in their study. Socio-cultural context of learning foreign languages in all European countries changed significantly as well. The Council of Europe as an international organization took on the task of assisting the

countries of Europe to coordinate the objectives and content of teaching foreign languages. The fact of joining of Ukraine the Council of Europe has identified the need in harmonizing educational standards with the overall European standards. Regarding the foreign language materials of the Council of Europe two types of competencies in foreign languages such as general competence and communicative language competence are considered as the basic ones.

Communicative approach to studying English involves an active participation of students in the educational process where special significance is obtained by communicative skills related to different types of speech activity – listening, speaking, reading and writing.

**Analysis of recent researches and publications.** An important contribution to the development and implementation of interactive methods was made by German scientists in the early 90-ies – R. Arnold, A. Shelten, F. Stus. The works of A. Pometun, L. Pyrozhenko were devoted to the issues of application in educational process of interactive methods. Modern approaches of teaching a foreign language in high school were considered by many scientists such as N. Borysko, Y. Vereshchagin, L. Voskresens'ka, L. Zhyrnova, V. Kostomarov, N. Kulibina, O. Myrolyubov, L. Golovanchuk, G. Tomakhin.

Cross-cultural, linguistic and socio-cultural aspects of teaching a foreign language, the content of communicative competence were theoretically grounded in the works of many scientists (M. Ariyan, Y. Vereshchagin, N. Gez, I. Zymnya, N. Ishhanyan, V. Kostomarov, O. Leontyev,

Y. Passov, V. Red'ko, V. Safonova, L. Smtlyakova). The generalized-theoretical aspect of the concept of pedagogical technologies was developed by modern educators: V. Bepal'ko, M. Klarin, B. Lihachov, V. Monakhova G. Selevko. The issue of using of innovative methods was considered by such scientists as O. Arlamov, M. Burgin, V. Zhuravlyov, V. Zagvyazynsky, N. Yusufbekova. Interactive training was explored by such scientists and methodologists as: I. Abramova, N. Anikeyeva, N. Borisova, A. Verbytsky, Yu. Emelyanov, L. Petrovs'ka, V. Platov, V. Rybal's'kyi, A. Smolkin, I. Syroyezhyn, K. Fopel, T. Chepel, S. Shmakov.

The essence of the process of innovation in technology and methods of modern education has been the object of research of both foreign and Ukrainian scientists. The scientific researches of A. Alexiuk, I. Dobroskok, V. Kotsura, S. Nikitchyna, V. Kremen', V. Ilyin, S. Proleyev, M. Lysenko, P. Sauh were devoted to general-theoretical, theoretical-practical problems of the innovation paradigm in high school, private progressive forms and technologies of training, experience and perspective of their application in educational practice.

**The purpose of the article.** The aim of writing this article is to identify and analyze some innovative methods of teaching English at the Art Faculty of Kirovohrad Volodymyr Vynnychenko State Pedagogical University. The objective of this research is the analysis of the results of implementation of some teaching methods on the example of individual work.

**The main part of the article.** European standards of training in the University presuppose that two-thirds of learning activities consist of independent students' work: researching, selecting and processing of necessary information, comparing different points of view on the issue and its solving, critical understanding of the material and producing of his/her own views on the researched problem and the like. This principle has much in common with the European concept of "lifelong learning", since only forming of students' positive attitude towards learning a foreign language and belief in their own strength in its mastering. Having equipped a student with skills of independent acquisition of knowledge from a variety of sources, it is possible to provide high school graduates with further self-development and self-perfection [1].

People are always tempted to try to make an argument for technology having an impact on the development of pedagogy and in many cases we can see that the use of technology has enabled teachers to re-think what they are doing. We also see people trying to populate this domain by talking about notions like the «flipped classroom»,

ostensibly a methodology that sees input as occurring «at home» and physical classrooms being used as spaces to explore what has been presented in the input. What is a contender for a methodology that is central to the world of technology and language learning is that of blended learning [5].

Therefore, in our professional work at the faculty of arts we are guided by this principle. First, we focus on the independent work of students, because it is an inherent characteristic of the formation of future creative teachers of arts.

The *independent work of students* is a complex pedagogical phenomenon, a special form of training activities aimed to help students acquire a set of knowledge and skills. Independent work of students is necessary not only for mastering professional English, but also for forming skills of independent work in academic, scientific and professional activities which are required in high school; forming the ability to take responsibility for the possession of educational material, to solve the problem of increase of the level of language proficiency. According to the European language portfolio, the ratio of time spent for classroom activities and independent work, is 1/3.5. This ratio is based on a huge didactic potential of independent educational activity of students. In addition, independent work at studying professional English helps: deepening and expansion of knowledge; forming interest in cognitive activities; mastering of the techniques of the process of cognition; cognitive development of a student. That is why independent work in studying professional English is the main reserve of efficiency increasing in training of highly qualified specialists [7].

**The main material of the study.** Independent work of students in studying professional English plays a pivotal role. In accordance with the Regulations «On organization of educational process in higher educational establishments», independent work of a student is the primary means of mastering of training material when free from obligatory training tasks. In the process of learning 15% of the information is perceived by ear and 65 percent is assimilated by hearing and vision. If the learning material is studied independently, so then the tasks are being fulfilled from their production to the analysis of the obtained results and at least 90 percent of the information is assimilated. The purpose of independent work is the formation of student's independence that is carried out indirectly through the content and methods of teaching.

One of the types of independent work is *Individual work*. The term individual work is understood as obligatory for everyone studying language, additional to the textbook, constant performance of individual work aims at obtaining necessary information. Individual work should be

constant and systematic. Systematic *individual-personal* work is an important source and means of increasing vocabulary and developing oral communication skills of students.

Forming of communicative competence, which consists of a language, speech and sociocultural components, is the main goal of foreign language teaching in the recommendations of the Council of Europe. Home reading is determined as a necessary component of the process of learning a foreign language. The importance of reading in studying a foreign language is caused due to the fact that it involves the active role of a reader, which is directed to the perception and processing of both the linguistic and substantive information that the literary text carries itself. The process of reading is a specific activity that synthesizes the involuntary assimilation of the language phenomena in the process of mediated communication with the writer, the reception of certain information contained in the text, and the emotional-aesthetic perception of artistic expression [8].

However, in modern practice at the lessons on home-reading, the potential of artistic text isn't used enough. Working with home reading text is mainly regarded as a basis for enriching vocabulary of students and development of oral communication skills. However, the literary text is considered as one of the most important forms of communication, which is the mechanism of formation of an individuality as a social personality [5].

In our professional activities at the lessons of English we use the following innovative techniques that are recommended to implement during the first year of studying (the first and second terms). Students are offered exercises of reflexive communicative nature, on the basis of various innovative communication technologies (Learning to Learn, BYOD, Bricolage, project method, method of statements stimulation, newspaper/magazine article annotation).

**Learning to Learn** is the process of analyzing the organization of training, methods of achieving educational outcomes and personal dynamics by a student. Then students have to think about the way they learn and what is to be done with the help of various online tools. In other words, students assess their own studying and the results of it. [10].

**Bring Your Own Devices (BYOD)** is a pedagogical principle in which students use any available gadgets (smartphone, laptop, tablet). There is no need to say that such a method decreases financial expenditures on the technical equipment of classrooms. The most important thing is to provide Wi-Fi access to the Internet and discuss with students the purpose for which the gadget will be used [11].

«**Bricolage**» is a term used in various disciplines, including the visual arts and literature, which means creation of a subject or object from scrap materials, as well as a subject or object. For example, in music, it can be a wooden spoon or a saw as a musical instrument; in visual arts - prefabricated collages. Bricolage in education is the use of anything you want, except specially created tools like textbooks. The simplest example of this technology is the experiments at chemistry class, when chemistry laws and different reactions are not only read by the students, but also can be tested by them. There are two types of this technology: 1 – to take what is at hand and use in a different capacity; 2 – to create something new from already existing old [9].

**Project method (Project work):** the primary use of the project method in teaching a foreign language is the ability in mastering of communicative competence by students, i.e. practical mastery of a foreign language. In addition, project-based learning promotes increased personal confidence of students; develops a "team spirit", interpersonal skills and ability to collaborate; provides a mechanism of critical thinking, the ability to seek solutions of problems; develops research skills.

We highlight the following types of projects: projects-messages or research projects (Information and Research Projects); projects-interviews (Survey Projects); project-manufacturing (Production Projects); projects-role-plays and drama performances (Performance and Organizational Projects) [12].

**Method of statements stimulation.** This method differs from using the well-known logic-syntactic schemes by building content and logic of statements on the basis of a spoken text by students themselves. a teacher can also be a good example of this technology while creating a situation where one participant needs to convince others or just to talk about the benefits of a phenomenon using given clichés or words like *always, and, sometimes, but, on the one hand, on the contrary, etc.* [13].

**Annotation.** Newspapers and magazines as a mass medium are very important for students in general, and English classes in particular providing us with information about what is happening in the world. Thus this kind of work deepens and expands students' outlooks.

Work with a newspaper or magazine article is divided into 3 stages:

Stage 1 – work with a newspaper article before reading it. Students are encouraged to review the entire issue of the newspaper and say what headings it contains and which of them draw attention explaining why. The reference scheme or outline can be used for discussion of the done work.

Stage 2 – informational reading. At this stage

students scan the article of the newspaper under the review.

Stage 3 – working with text. This type of work contributes to motivation to learn the English language and is an effective means to form foreign cultural competence [13].

**Results of the research.** During April–May 2016, we have conducted testing of the presented methods. We have selected only 6 types of all exercises of communicative character. The students' group was divided into 6 small teams of 2–3 people. Each group received its own separate task which was of differentiative character according to different specialties but with one condition (on the basis of module 5 themes: «My future profession», «Choosing Career»). And the only aim of all groups was *to film a video clip according to their task*.

Our main purpose was to encourage students to communicate in English. Therefore, our tasks were as follows: (given as an example of a specialty 014.13 Secondary educations (music art)):

**TASKS FOR INDIVIDUAL WORK FOR MUSICIANS**

Using technologies film a video clip by your own gadget.

1. Using technologies **«Project work» and «BYOD»**. *The themes are the following: «Music in my life», «My Future Profession».*

2. Using technology **«learning to learn»** assess your knowledge and results for this module. Use the key-phrases: *I think, I'm sure, It seems to me, I can prove, I can estimate my results as, despite.* The themes are «Through hardship to the stars», «Nothing flies in to the mouth of a sleeping fox».

3. Using **«Method of statements stimulation»** across the communicative approach (always, and, sometimes, but) react at the following situation: 1. You are at the music-studio. The producer doesn't like your song. Convince him that your song is a future mega hit.

**«Bricolage» technology in your research work.** Create a new musical instrument using the things you have. Describe your experience. Use the given links to watch the videos:

- <https://www.youtube.com/watch?v=BMGab9hG-IU>
- [https://www.youtube.com/watch?v=Is\\_e-Vmd18M](https://www.youtube.com/watch?v=Is_e-Vmd18M)

4. Choose any newspaper or magazine article in English devoted to jobs, professions, careers. Working in a group make up **Criss–Cross Questioning for the technology of annotation.**

5. Using technologies **«Project work» and «BYOD»**. *The themes are the following: «A new type of home dance», «The impact of dance on my body and health», «My own song».*

To check the latest technologies we have

created the course in the system of MOODLE, where the students downloaded their video clips and then had an opportunity to get some points (10 was maximum) in electronic register.

Analyzing students' works we should note that the main mistakes are technical (not always high quality of material, sound) and speech ones (mistakes in pronunciation, intonation and some grammar flaws). We believe that all the students who submitted their works coped with the task. We were impressed with a high level of creativity of some works.

**Conclusions and prospects for future research directions.** Summing up, it should be emphasized that our experimental testing has shown that the material is chosen and selected well enough; the tasks are clear and adapted, feasible for students; adaptation of selected innovative technologies is satisfactory; students had a fairly high level of motivation to implement the task which in turn was reflected in their works; innovative-communicative tasks have some adaptation (as far as they were done for the first time and only once).

We understand that our investigations are only a part of the created program of our studies of this problem. Further studies are seen in the supervision and practical implementation of the system of innovative methods of education that we have created.

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