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DEVELOPING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS BY MEANS OF ART PEDAGOGY

S. S. Pechenizka (Gubareva)*, O. M. Zavalna**

The relevance of the topic is caused by searching for new technologies and instruments of both psychological and pedagogical activities in the field of methodology of teaching foreign languages in the higher educational institutions of Ukraine. It is aimed at improving productivity, thus, it results in working with students.

The main attention is focused on the research of modern art technologies as the means of art therapy and art pedagogy. The purpose of using them is to increase students' motivation to study foreign languages, reveal their individualities and creative potential, as well as to overcome possible psychological and language barriers during the development of foreign language communicative competence.

The history of the terms "art therapy" and "art pedagogy" is viewer in the article. It reveals the peculiarities, methods, functions and possible ways of implementing art technologies in the educational process of higher educational institutions during teaching foreign languages. Art therapy and art pedagogy are being considered as separate methods to identify the best possible ways of their use with students of higher educational institutions at the lessons of English. It will lead to increasing students' motivation and assist to improve their study success rate, especially gaining necessary skills of foreign language communicative competence.

The conceptual and terminological apparatus is investigated, which allows defining clearly the specifics of the concepts "communicative competence" and "foreign language communicative competence". The main components and functions of communicative competence are distinguished, as well as the key competences that form foreign language communicative competence.

*Candidate of Philological Sciences (PhD in Philology), Senior Lecturer
(Kyiv National University of Culture and Arts)
gubareva.svitlana@gmail.com
ORCID: 0000-0002-9342-1853

**Lecturer
(Kyiv National University of Culture and Arts)
zavalnaya2012@gmail.com
ORCID: 0000-0002-5929-2875

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РОЗВИТОК ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ЗАСОБАМИ АРТ-ПЕДАГОГІКИ

С. С. Печенізька (Губарева), О. М. Завальна

Актуальність теми зумовлена пошуком нових технологій та інструментів психолого-педагогічної діяльності у сфері методики викладання іноземних мов у вищих навчальних закладах України з метою досягнення більшої продуктивності й результативності у роботі зі студентами.

Основна увага фокусується на дослідженні сучасних арт-технологій як засобів арт-терапії та арт-педагогіки, що мають на меті сприяти підвищенню мотивації студентів до вивчення іноземних мов, розкриттю їхньої індивідуальності й творчого потенціалу, подоланню можливих психологічних чи мовленнєвих бар'єрів під час розвитку іношомовної комунікативної компетентності.

Вивчається історія виникнення термінів "арт-терапія" й "арт-педагогіка", аналізуються специфіка, методи, функції та можливі шляхи впровадження арт-технологій в освітній процес вищих навчальних закладів при викладанні іноземних мов. Арт-терапія та арт-педагогіка досліджуються як окремі методи для з'ясування найбільш оптимальних можливих шляхів їх використання на заняттях англійської мови зі студентами ВНЗ задля підвищення їхньої мотивації та допомоги з покращенням успіхів у навчанні, зокрема, у набутті ними необхідних навичок для реалізації іношомовної комунікативної компетентності.

Розглядається понятійно-термінологічний апарат, що дозволяє чітко окреслити специфіку понять "комунікативна компетентність" та "іношомовна комунікативна компетентність". Виокремлюються основні компоненти і функції комунікативної компетентності, а також ключові компетенції, що складають іношомовну комунікативну компетентність.

Ключові слова: арт-терапія, арт-педагогіка, арт-технології, методи / функції арт-терапії, психолого-педагогічна діяльність, методика викладання англійської мови у ВНЗ, комунікативна компетентність, іношомовна комунікативна компетентність.

Introduction of the issue. The modern world of culture varieties and endless possibilities dictates its requirements. The conceptual paradigm in the field of education of Ukraine nowadays: 1) the school and higher educational establishments must prepare comprehensively developed, highly qualified multifunctional specialists who are capable of quick and flexible response to the current challenges; 2) knowledge of foreign languages, in particular, English as a globally recognized universal language of communication, which is becoming a necessary tool for those who want to be competitive in

the current harsh realities of the labor market of Ukraine and in the world. Therefore, it quite justifies the constant search for new technologies and methods of teaching foreign languages that are able to meet the social needs and peculiarities of the modern generation.

Among such methods, there is art therapy as an "effective environmental tool" (I. Oliynyk), which has a "safe, positive impact on the mental and social health of the individual through art" [12: 208-209].

Current state of the issue. Issues of "healing by art", ways of activation of internal resources and potential of

the person employing art therapy were investigated in the works of the following scholars: O. Vashchenko, N. Vernikov, O. Voznesenskaya, N. Eshchenko, O. Lyubarets, N. Polyakova, I. Sadova, V. Sarantseva, O. Tararina, A. Chuprykov, T. Yatsenko, and others. The use of art therapeutic methods in the professional activity of psychologists, social workers, correctional educators was analyzed by S. Andreichin, M. Doctorovich, L. Zlochevskaya, A. Kapska, M. Kiselev, Z. Leniv, M. Lukashovich, I. Mygovich, L. Tuptya, E. Kholostova, V. Shakhray, and others [12: 208].

The outline of unresolved issues brought up in the article. However, while art therapy has become very popular in recent years in such fields as psychology and social work, in pedagogy, particularly in foreign language teaching, this method has been mostly studied during the work with younger students and adolescents. In classes with students in higher educational establishments, this method has not yet been sufficiently tested or covered in domestic professional sources, which makes the topic relevant for research.

The aim of this research is to summarize the scientific-theoretical and practical views on art therapy and art pedagogy as the separate methods derived methods, as well as, to find possible ways of using them during English classes with university students, to enhance their motivation and help them improve successes in learning, in terms of acquiring the necessary skills to gain foreign language communicative competence.

Results and discussion. *Art therapy* (Latin *ars* - art, Greek *therapeia* - treatment) - treatment / healing / therapy art - is considered as one of the softest, but effective methods used in works of psychologists, psychotherapists, social workers and

correctional educators [12: 209]. The founder of this term (1938) is the British doctor and artist A. Hill, who, working with tuberculosis patients in sanatoriums as an art teacher, stated in his scientific work that creative work helps patients to recover more easily and faster by distracting patients from their problems [1].

According to L. Lebedeva, the evolution of the concept of "art therapy" reflects the processes of separation of three independent directions: medical, social, pedagogical, which integrates the use of artistic creative activity as healing, distracting or harmonizing factor. Thus, at first, the phrase "art therapy" meant different methods of using all kinds of art and creative activity, which had therapeutic goals and of which gradually consisted of the following varieties: therapy of distracting impressions, engaging therapy (to teach ill people and distract them from being anxious about their diseases), occupational therapy (therapy with occupation activities) and social or industrial rehabilitation (occupational therapy based on the production activity of persons undergoing treatment and rehabilitation)" [11].

Art therapy is sometimes considered as a separate part of occupational therapy, if the main content of the participants' work was crafts or other forms of artistic creativity, although modern art therapists do not share this view. Gradually, the above-mentioned areas of application of artistic activity and creativity while working with people with health problems formed the so-called social trend, which was developed by professionals in the field of applied arts, who had no special medical or psychological training: "In the visual arts, people realize their capacity for original activity and creativity (S. Scafey)" [11].

There is also the other type: the medical or psychotherapeutic field of art therapy, on the contrary, is built on close psychotherapeutic contact and undoubtedly provides a thorough professional knowledge of the relevant fields of medicine and psychoanalysis. Currently, its various forms are widely used in pediatric psychotherapy and special (corrective) pedagogy [11].

According to I. Oliynyk, art therapy is a method of psychocorrection, which is used as a means of harmonization and development of personality through occupation of artistic creativity, focusing on the inner potential of the person through artistic techniques and creativity and focusing on the natural expression of emotions, feelings, and moods [12: 209]. It is believed that "the creative potential embedded in each individual at a different depth of the subconscious and to transfer it into consciousness is possible only based on personality of an individual" [2].

As art therapy is an interdisciplinary phenomenon that has emerged on the border of art and science, incorporating medical, pedagogical, cultural, sociological, psychological aspects, etc., it has different interpretations according to the presented fields. Thus, art therapy is also defined as: "1) dynamic interaction between the individual, the product of his visual activity and the art therapist in the so-called 'facilitating' space to realize the most important functions (psychotherapeutic, corrective, diagnostic, developmental, educational, rehabilitation, etc.), 2) therapeutic procedure of personality, 3) 'innovative health-saving technology'" [12: 209]. Particular interest in the view of the chosen topic of this study is "pedagogical direction of art therapy, which is not literally related to the treatment of the disease, but has to view of the "social

treatment" of the individual, changing the stereotypes of his/her behavior through artistic creativity" [9: 28], i.e. pedagogical direction of art therapy, which is associated with strengthening the mental health of the individual but performs more preventive and corrective functions.

Pedagogical art therapy is gradually being separated from art therapy, turning into an independent direction of art therapy as art pedagogy, although, the question of considering these concepts as separate is still debatable, creating confusion in terminology: "Analyzing the content of publications allows us to conclude, that the essence of art pedagogy and art therapy in the psychological-pedagogical theory has never been mentioned" [13], so in the professional literature analogous definitions can occur: "art therapeutic pedagogy" (L. Ametova-Davidovskaya), "psycho-pedagogical art" (V. Anisimov), "art educational technology" (E. Fedorynova), "art pedagogical approach" (O. Bulatov) [13].

L. Lebedeva, analyzing the possibilities of using art therapy in pedagogy to combine psychotherapeutic effect with pedagogical one, emphasizes that although using art therapy, participants are offered various classes of artistic and applied origin (drawing, woodcarving, carving, carving production of mosaic, stained glass, various products of fur, fabrics, natural material), however, the special training, the talents of the performers or the artistic value of the works are not as significant as the creative process itself. In the art therapeutic classes, the spontaneous nature of the creative activity (as opposed to the process of teaching fine arts) is important. As L. Lebedeva mentioned, "the less a teacher interferes into children's art activities, the more therapeutic effect is gained.

Relationships of empathy and mutual trust are established much quicker. Creativity is known to be healing by itself" [9: 27-28].

According to L. Lebedeva, art therapeutic techniques in pedagogy are focused on emotional support, the achievement of desired changes in psychological well-being and the development of human behavior models taking into account the realities of the world. Publications in the press, conferences, seminars, pieces of training, in particular creation of "Art Therapeutic Association" (O. Kopytin, St. Petersburg), the society of art therapists and art educators "Metamorphosis" (I. Medvedev, T. Shishova, Moscow) testify the interest in this psychotherapeutic direction. In Ukraine, art therapy has quickly become a part of psychologists' practice. In 2003, the Kyiv public organization "Art Therapeutic Association" was founded. However, due to the widespread popularization of the method, there is a dangerous tendency to distort or misuse terminology, which is known to discredit the most effective innovations [10]: "Integration of a given psychotherapeutic direction with psychology and pedagogy, on many scientists' opinions, will let create such a humanistic methodology that would harmoniously combine the achievements of science and the experience of art, the intellectual and emotional spheres of human activity" [9: 33-34].

L. Lebedeva also distinguishes between "art therapist" and "art teacher", proposing to use the latter one only in the context of art education and upbringing [9: 28]. According to O. Kopytin's studies, the role of art therapists in the field of education has increased significantly worldwide: they work in specialized and general education schools, often with children

who have certain emotional and behavioral disorders, as well as learning problems. In several countries, art therapy is recognized as an independent specialty. The training of graduates is built following specific programs that meet all requirements of higher and postgraduate education, and their activities in health care, pedagogical and social spheres are regulated by the state [4]. Due to the absence of official status of an art therapist, these functions are performed by psychologists, psychotherapists and educators, who have mastered the art therapy technique.

It is known that from the standpoint of psychological comfort "the system of organization of training and employment, particularly, can be a traumatic factor for the health of students, which can lead to a decrease in their academic performance, deterioration of discipline, a state of anxiety. All this indicates the need for the formation of a special environment, which would take into account students' learning difficulties and offer qualified support" [3]. Therefore, progressive teachers always seek to introduce a variety of technologies into the learning process that makes learning more interesting and more productive. Such effective technology may be the use of art technology in teaching, including foreign languages. The basis of art technologies used in pedagogy and psychology are techniques of art therapy, the essence of which is "The application of various techniques of different arts in the educational process as a means of creative self-realization and a way of personal development of future professionals" [8]. Currently, terms of similar terminological nature are used: "therapy with creativity", "art therapeutic technologies", "art psychology", "creative therapy",

"therapy with creative expression" are used [5].

Art technologies include visualization (photographs, paintings, cartoons, diagrams, collages, slides), tales, songs, rhymes and poems, games, cinema, computer creativity, theater productions, dancing, drawing, etc. Almost all types of the art technology can be successfully used in foreign language classes, for unconventional and creative forms of work can provoke the desire to express the thoughts and exchange impressions, thus, contributing to the main purpose of the subject – a practical application of language. It promotes the development of a foreign language communicative competence – one of the key competences in the current strategic orientations in the sphere of education of Ukraine.

The concept of "*communicative competence*" has a fairly wide range of definitions from the broad "the ability to communicate, communicativeness, the ability of the individual to establish communicative contact with the environment" to more specific consideration of communicative competence as "knowledge of cultural norms and rules of communication; possession of communication skills; system of internal means of regulation of communicative actions; set of skills and abilities acquired based on the individual experience that is implied decimal operational and technical means of communication" [7].

According to A. Korniyaka, communicative competence can be considered as "a complex, organized, internally contradictory combination of communicative knowledge and skills reflecting the goals and results of the subject's communication activities" [7: 143], which allows to build the following model: communicative competence helps the subject to realize in the process of activity and communication, perceptual and

interactive functions, combining three main groups of skills or abilities: *communicative-speaking* ability (decoding the information received and expressing thoughts verbally or in writing), *socio-perceptual* (perception and understanding of another person's essence, mutual cognition, and mutual appreciation), *interactive* (ability to organize and regulate interaction and mutual influence and reach interaction) [7].

Considering the components of *foreign language communicative competence*, Jan Ate van Ek and John Leslie Melville Trim identify the following set of key competencies: *linguistic* (lexical stock and knowledge of grammar rules), *social* (desire and willingness to interact with others, ability to manage the situation), *socio-linguistic* (ability to use forms and skills according to a certain situation or context), *socio-cultural* (knowledge and consideration in the context of the dialogue of cultures of national and cultural features of social and speech behavior of native speakers, tolerate attitude towards foreign cultural codes, traditions, and stereotypes), *discursive* (ability to use and interpret word forms and semantic meaning for contextualization of linguistic material into coherent text), *strategic* (use of verbal and non-verbal communicative strategies with compensation for lack of meaning or to enhance the effect of the message) [14].

Analysis of psychological and pedagogical studies (L. Vygotsky, O. Izotova, O. Nikiforova) proved that the art therapy method promotes self-esteem, reduces anxiety, teaches to get rid of negative emotions and is a very effective method of diagnosis, psych correction, and rehabilitation [12: 209]. And if contemporary art therapy utilizes a wealth of cultural heritage experience with characteristic forms of artistic expression and healing practices associated with creativity and

communication [4], it can play a significant role in foreign language lessons, particularly in disclosure of the creative potential of pupils/students, enhancing their motivation for the learning process, and, most important, in removing communication barriers, which contributes to the main objective of teaching foreign languages: the development of foreign language communication competence, as a condition for success of their professional and personal lives, the effectiveness of interacting with others is the skills to communicate, the ability to establish and maintain contact with people as well as, the ability to socially-communicative adaptation and, ultimately, the ability to change and control their behavior in the context of multiplication of communication and problem situations. That is, the ability to engage in communication (communicative activity), requiring the subject of this activity to possess the instrument of its realization – competence in communication or communicative competence" [7: 141]. Thus, for a modern successful specialist in various fields it is equally important to have well developed communication skills both in dealing with communicative tasks in the native language and in communication with foreign partners, which significantly increases the value as a specialist both in the domestic and in the world labor market.

Among the forms of the art technology while working with students I. Kungurov, E. Kutuyavina, K. Tkachenko distinguish:

- *mini-lectures* (short modules of up to 15 minutes, in which the theoretical provisions of a particular problem are summarized in a brief form – both to prevent the participants from working out the illustrated provisions and to summarize the interaction within the group);

- *role-playing and business games* (a game-based method of active learning based on modeling and playing social roles in the process of solving educational and professional problems);

- *case study* (analysis by participants of specific problematic situations from real life; the analysis is conducted by participants from an expert position, from the height of their experience);

- *psycho-gymnastic exercises* (a set of written and verbal, verbal and non-verbal exercises conducted in small groups aimed at expanding the possibilities of consciousness, which opens up new facets of perception of the same issue);

- *video discussion* (viewing and analyzing a topic given, using video algorithm [8]).

Such forms of work (including mini-lectures, prepared by a student acting as a teacher) develop both the skills of monologue expression (the ability to formulate / express / argue their own point of view) and the communication skills required to work in pairs, groups, teams, to speak to an audience, that is, to implement different types of communication. The communicative qualities that are fostered in this way are indispensable components of the formation of communicative competence (ability to establish contacts with others to solve certain communicative problems), and in the case of learning foreign languages communicative competence (use of a foreign language as the means of communication).

The use of songs, rhymes, and poems in foreign language classes allows pupils / students to master vocabulary and grammatical structures without much effort. The inclusion of songs shapes students' linguistic competence, develops pronunciation skills. The content of the lyrics and poems expands the

students' active vocabulary. The inclusion of art technologies can be useful in learning a foreign language and for students of non-language universities. This approach allows the teacher to increase students' motivation and, as a consequence, to improve their performance. Practice shows that students are more successful in learning the material when they are interested. With the use of art technologies in the teaching of a foreign language fantasy, imagination, intuition, creative thinking are used, which positively affects the emotional state of students [3]. For example, creating a group picture (each participant alternately approaches the board and coordinates the subjects presented by the topic, voicing them in English) promotes better memorization of the foreign language vocabulary, as well as develops creative thinking and teamwork skills, which is important for further communication and self-fulfillment in different areas. It should be noted that art technologies are suitable for working with students of different abilities, as well as for groups of mixed levels, which allows each student to express themselves and to be evaluated individually.

According to I. Kungurova, the use of art technologies in the holistic educational process of universities helps to create a favorable social and psychological microclimate; reduce tension; increase the resilience of the subjects of the pedagogical process; form ecopsychological personality culture. Thus, technologies of innovative pedagogical activity form the professional qualities of a specialist, which is a kind of training ground where students can develop their professional skills in conditions close to the real ones [8].

In modern psychological and pedagogical literature, art therapy is considered as a tool of progressive psychological and pedagogical

assistance that promotes the formation of a healthy and creative personality, as well as the implementation in practice of such functions as diagnostic, prognostic, organizational and communicative, psychocorrective, social support, psychotherapy, rehabilitation, animation, facilitation [12: 209]. Art therapy methods are versatile because they can be tailored to solve problems of different nature, age and categories, from solving social or psychological maladaptation to developing internal resources, personality potential: skills of social support and mutual trust; to increase self-esteem and level of self-awareness, emotional potential; to develop the ability to resolve internal contradictions, to show emotions, to resolve conflict situations, to remove the feeling of tension [12: 209-210]. Psychotherapists, educators or social workers play a role of a mediator, which requires deep understanding of art technologies and awareness of all the basic functions of this method for its effective application.

Conclusions and research perspectives. Therefore, we can conclude that art therapy / art pedagogy as a method has a significant impact on the psycho-physiological state of the individual, helping to unlock creative potential and overcome the deep experiences of people of any age category, stimulating their internal mechanisms of harmonization, self-healing, self-improvement. Helps a person to promote contacts with the outside world, including improving communicative skills, particularly by removing possible psychological barriers while using a foreign language as a means of communication, which is a real background for successful mastering any foreign language. Thus, this method, which has no restrictions on its application (apart from the personal responsibility of the teacher as the facilitator of the art therapeutic

process) can be considered as a rather effective technology that needs further research and which should be more actively used in the pedagogical process, including teaching of foreign languages in higher educational establishments of Ukraine. It is undoubtedly able to promote students' motivation to learn foreign languages, but the development of foreign language communicative competence may be observed only if this means active involvement of both teachers and students.

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