

THE ART-TECHNOLOGIES USE BY TEACHERS OF FOREIGN LANGUAGES IN THE EDUCATIONAL ENVIRONMENT

O USO DAS ARTES-TECNOLOGIAS PELOS PROFESSORES DE LÍNGUAS ESTRANGEIRAS NO AMBIENTE EDUCACIONAL

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Resumo. Recentemente tem havido um interesse crescente na utilização da linguística cognitiva no contexto do ensino de línguas estrangeiras. O objetivo do estudo é desenvolver métodos de autores no campo da tecnologia da arte em um estágio inicial de aprendizagem. A abordagem qualitativa é utilizada no desenvolvimento de métodos de autores no campo da tecnologia da arte: em entrevista individual, de observação, comunicação conversacional. Dados os resultados, os métodos para trabalhar com Ch. A imagem “Fora da escola” de Burton Barber no processo de aprendizagem de uma língua estrangeira numa fase inicial de formação, visa moldar competências práticas na formação de competências de comunicação, formando competências de desenvolvimento intercultural. É indicada uma dinâmica positiva no uso de tecnologias artísticas no processo de aprendizagem de uma língua estrangeira nos anos 2018-2021. Notou-se o uso de tecnologias artísticas: a criação de motivações para que os alunos de uma língua estrangeira se expressem ativamente e compreendam novas formas de trabalho; formação do processo de percepção, atenção, pensamento, fala, trabalho com material criativo, implementação de conexões interdisciplinares; desenvolver a autonomia dos alunos com formas de se expressarem; atmosfera informal.

Palavras-chave: arte-tecnologia, professor de língua estrangeira, aplicação, estágio inicial, método-nuvem, linguística cognitiva.

Abstract. Recently there has been an increased interest in the use of cognitive linguistics in the context of teaching foreign languages. The study Purpose is to develop authors' methods in the field of art technology at an early stage of learning. Qualitative approach is used in developing authors' methods in the field of art technology: in one-to-one interview, of observation, conversational communication. Given the results, the methods for working with Ch. Burton Barber's picture "Off to school" in the process of learning a foreign language at an early stage of training, aimed at shaping practical skills in forming communication competences, forming skills of intercultural development. A positive dynamic in using art- technologies in the process of learning a foreign language in 2018-2021 years is indicated. The use of art technologies was noted: the creation of motivations for students of a foreign language to actively express themselves and to comprehend new forms of work; formation of the process of perception, attention, thinking, speech, working with creative material, implementation of inter-subject connections; developing students' autonomy with ways of expressing themselves; informal atmosphere.

Keywords: art-technology, foreign language teacher, application, early stage, cloud- method, cognitive linguistics.



INTRODUCTION

Currently, cognitive linguistics as a branch of linguistics has a significant theoretical base and a huge range of areas of research of a practical nature, including in the process of teaching a foreign language (Achayeva, et al 2019, 2021; Skrebtsova, 2018 ; Tyler, 2012).

J. Littlemore identifies the following noteworthy postulates of cognitive linguistics, in relation to the teaching of foreign languages in general, and the English language in particular: focused primarily on its practical use, a certain set of cognitive processes determines the operation of all aspects of language. At the same time, these processes are associated with other, extralinguistic types of knowledge (Littlemore, 2009).

At the same time, interdisciplinarity, the widespread use of technologies, methods and techniques obtained within the framework of related sciences, in one way or another, dealing with the problems of cognitive activity, is a key feature of cognitive linguistics in general, cognitive pedagogy, in particular (Korotaeva & Andryunina, 2019).

In contemporary developing society, with its rapid dynamics of life, art takes on a special significance because it is able to influence people and make them more humane. Therefore, in the modern educational process, teachers, philologists, kindergarten teachers have been attracting art to the challenges of development, education and support for children for many years. Achaeva et al. (2019) present a lesson-excursion as a way to optimize the study of a foreign language, a tour lesson at the Museum of Childhood, a branch of the Victoria and Albert Museum. The work was performed at the junction of museum pedagogy and methods of teaching a foreign language at an early stage of education (babylinguists). This approach is carried out using a cluster technique, watercolour storytelling, case study etc. The educational and informative value of this kind of teaching foreign languages is indisputable, which is manifested in the child's earlier entry into universal culture through teaching in a new language for him (Achaeva, 2020; Arslan and Tanis, 2018; Alzubi, 2019; Humbatova and Hajiyev, 2019; Shmalko and Rudakova, 2021).

Art-pedagogy is a modern formative practice-oriented direction, a synthesis of art and pedagogy, providing the development of the theory and practice of the pedagogical process of children's development through art, artistic and creative activities. The essentiality of art-pedagogy is aimed at teaching, shaping and the foundations of artistic culture and mastering children's practical skills in various activities. Art technology is a combination of forms, methods and means of various types of art aimed at developing the creative potential of a person in the educational process. Art technologies are also called artistic and creative technologies, implying a combination of knowledge, abilities, skills and methods of activity of a teacher or psychologist, which allow influencing the personality of a child (teenager) by means of artistic creativity (Howatt, 1986; Taylor, 1988; Clarke, 2005; Ivanchenko, 2013; Frolova et al., 2019; Etherington, 2019). Art technology is closely related to the development of students' creativity. This technology is essentially the training of intellectual activity by means of artistic creativity. It is widely believed that art technologies of different kinds help students to learn about themselves, their inner world and through creative activities to make the process of learning foreign languages more interesting for students, and therefore helps to better motivate students to learn quite complex grammar structures, to which, through the application of standard technologies, students form a psychological barrier. Also, the use of art technologies provides an opportunity to expand and deepen the acquired cultural knowledge, by introducing creative activities into the educational process, expanding the interest of students in the country of the language studied, to form the communication competences of students and skills of intercultural communication (Kopytin, 2001; Richards and Rogers, 2002; Kiselyova, 2006; Kopytin and Svistovskaya, 2007; Korableva et al., 2019; Brigas, 2019; Sturm and Quaynor, 2020; Brownell and Rashid, 2020)

Art-technologies stimulate the interest of students in learning English, restore their inner strength, accelerate the pace of their intellectual development (Torrance, 1965; Grehova, 1967; Wellsby, 1988; Gluhova, 2004). Thus, the essential concepts of art-technology are humanist focus, "self-actualizing personality" (Maslow, 1954) and mental health (Maslow, 1954; Fromm, 2019; Johnson and Hinton, 2019; Garnov et al., 2020), multidisciplinary. Nowadays an increased and sustained interest in the use of art technologies in the educational process takes place, as evidenced by the works of domestic and foreign scientists. At the same time, a number of issues related to the use of art technologies remain open and waiting to be resolved. Scientists have not come to a consensus on whether this is a method of discovering creativity. Research of the interaction of different types of art technologies requires its own solution. The relationship between multidisciplinary subjects' ties with creative approach to solving certain problems in the process of learning a foreign language at different stages, effective methods of learning a foreign language using art technologies at an early stage are not adequately described (Bespalko, 1989; Alexeyeva, 2007; Richards and Farrel, 2010; Vural, 2019). The relevance of the study is that art technologies are widely used in the modern pedagogical process, as they not only help to form communicative competence, but also help to remove the psychological barrier in schoolchildren when communicating in a foreign language. Also, art technologies in the modern pedagogical process help students to deepen and expand the cultural knowledge of students and increase interest in the native country, its history and culture, and the history and culture of the country studied language (Torrance, 1965; Grehova, 1967; Torrance and Myers, 1967; Gorovaya et al., 2017; Saenko et al., 2019; Kulikova, 2021).

The goal of the research work is to develop authors' methods in the field of art technology at an early stage of learning. The purpose of the study involves the solution of the following tasks:

- 1) study of methodological, didactic literature on the topic;
- 2) collection and analysis of information on the art technologies use in the process of learning a foreign language at different stages of training;
- 3) the author's development of the methodology for working with Ch. Burton Barber's picture "Off to school" in the process of learning a foreign language at an early stage of training.

MATERIALS AND METHODS

The problem of research is related to the sphere of art technologies in the educational process. The problem of research has become mainstream and is conducted at the junction of a number of sciences. Qualitative approach is used in developing authors' methods in the field of art technology at an early stage of learning. Qualitative approach relies on scientific articles, conference materials, recordings made in documents. The methods are communicative, descriptive (in one-to-one interview, in the process of observation, in studying reliable literature, sources and through conversational communication). The data was obtained at retraining courses for teachers at the faculty of foreign languages, at the International Festival of teachers at Kazan Federal University, Elabuga's Institute to find out the degree of demand for the use of art technologies. Qualitative method helps understand motivations and feelings of respondents.

The researchers used a set of corresponding research methods reflecting the content of the research problem, the aim, the subject of the study, and the objectives formulated: analysis (interdisciplinary, comparative, semantic) of methodical, didactic, psychological, pedagogical, art pedagogical, philosophical and sociological literature on the outlined issues; theoretical overview and observation. The research was conducted at the International Teachers' Festival in August, a unique platform for sharing the experience of effective education organization in Elabuga's Institute of Kazan Federal University (2018-2021, August), at

the courses "Formation of key language competences" for teachers and educators in 2019 (December), in 2020 (January-April) in Elabuga's Institute of Kazan Federal University.

Respondents are with experience of work at schools from 1 to 45 years. All informants are English teachers at school. The majority of respondents work in school, of informants in elementary school, in kindergartens, private schools, international/polylingual schools and international /polylingal kindergartens or combined-type kindergartens. The total number of respondents live in Republic of Tatarstan in the poly-ethnic educational environment. Among the respondents were the students, future bachelors of pedagogical direction, i.e., students who work in the polylingal kindergarten (Elabuga), in the international school "Three Bears" (Elabuga). This category of respondents plans to enter the magistracy of the new polylingual direction at Elabuga's Institute of KFU in 2021. The educational program of the new polylingual direction is aimed at developing effective technologies in the process of learning English at school in general, art technologies in the process of early learning foreign languages in the poly-ethnic educational environment of the Republic of Tatarstan. In the present research, the authors used a qualitative analysis, since this analysis permits us to determine the sphere of application of art technologies by teachers, by generalizing their experience, studying reliable documents, works. This data can be used in new research references material, participation-observation. The methods are communicative, descriptive. Qualitative analysis is for further probing and questing of respondents.

In a personal conversation with respondents, the following questions were asked: "What channels of students' perception do you use (visual, auditory, tactile, motor)?" "What art tools do you prefer to use in class?" "At what stage of training do you prefer to use art technologies (early, middle or senior)?" "Do you use art technologies in classroom or extracurricular time?" "Is the use of art technologies better suited for individual, pair, group or collective work?" "Is the use of art technologies better suited for the organizational moment, for activities, for pinning the material and reflection?"

RESULTS

Educational and methodical literature on the use of art technologies in the process of learning a foreign language, including elements of museum and theatrical pedagogy, reveals the following characteristics. The art-technologies use is aimed at shaping of mastering children's practical skills in forming communication competences; motivating students to effective learning; forming skills of intercultural development; accelerating the pace of their intellectual development and analyzing relationship between multidisciplinary subjects' ties with creative approach, removing the psychological barrier; influencing the personality of a child by means of artistic creativity.

In the conversation with the teachers, we received answers to our questions (data analysis techniques). At the early stage of learning a foreign language visual, tactile and motor channel of students' perception are used. At the middle and senior stages teachers more often use auditory channels. The teachers use different art tools, such as musical instruments, film frames, paintings, memes, etc. At the same time, they stressed that Yelabuga and neighboring cities are small towns and most children cannot visit art galleries and large museums. At the early stage of learning foreign language art technologies are used in extracurricular time. The use of art technologies is better suited for group or collective work (Table 1).

The use of art technologies better suited for the organizational moment, for activities and pinning the material and reflection, it depends on the purpose of the lesson. The development of new method was based on a selection of effective methods and techniques of art technologies in the process of learning a foreign language at an early stage, for example "a fairy-tale mirror", a pantomime, watercolor storytelling, watercolor painting, "interview at the word" etc. The material of the study is specific artistic images, recorded in the

visual arts with the help of which the study of the language takes place. Let's turn to Charles Burton Barber's picture "Off to School" (1883), which is not only a way of learning a foreign language, but also the culture and history of England.

Table 1. The effective art-technology techniques in the process of learning a foreign language at an early stage

Names of methods	How to use it?	Result
1. Cloud method	With the help of internet programs such as tagul, tagxedo, wordle create a cloud of words.	The cloud of words: children, pets, St. Bernard, school, painters, art, weather, St. Bernard, clothes, umbrella, protect, a devoted friend, an animal lover. With these words you can describe the chosen picture for the lesson. Without showing the students the picture itself, some clouds of words on the screen are demonstrated, relying on which, the class tries to guess what can be depicted in the photo. After listening to all the answers, the picture is shown so that it can be compared with preliminary descriptions. You can use this job to determine the topic of the lesson, as well as to work out the ability to compare pictures.
2. Flipped classroom	Information for kids. Charles Burton Barber (1845–1894), was a British painter who attained great success with his paintings of children and their pets. “Off to school” is a wonderful example of the way depicted the relationship between children and pets. In this picture St. Bernard is guiding his young mistress to school. The St. Bernard is almost the same height as the child. The umbrella and the girl’s coat provide hints of inclement weather.	Answer the following questions: Who is the author of this work? Is Charles Burton Barber an English painter? What time was this canvas created? What time of day is represented in the picture? Whom do you see in the picture? What do you see in the picture? What breed does this dog have? Is the St. Bernard almost the same height as the child? What is the weather like in this day? Does the dog allow the girl to hold onto the dog’s ear? Is the St. Bernard gentle? What is the relationship between the girl and the dog? Would he protect the little girl with his life? Is Charles Barber an animal lover? Would you like to have such a devoted friend? What are the features of the girl’s clothes? How old do you think the child is? What feelings do you have when you look at the picture? For a deeper "entry into the picture" you can ask the following questions: What color is the main one in the picture? What details would you add? Would you like to see other paintings by Charles Burton Barber?
3. "Interview at the word"	The interview is not taken from a person, but from the word <i>St Bernard</i> .	What's your name, dog? Albert. 2) And, what do you know about the St Bernard breed? Our breed – excellent, we are affectionate pets and responsible rescuers. 3) Do you meet her every day after school? Yes. I care about her. 4) What school does she go to? She goes to private school because my mistress is from a wealthy family. However, all children from the age of 5 to 10 from poor families since 1870, under the law of Queen Victoria, also go to school. 5) What is her name? Her name is Alice. My mistress was named after the main character of L. Carol's book "Alice in

		Wonderland", written in 1865. 6) Have you ever seen Queen Victoria? Yes, but from afar, near her residence, Buckingham Palace. Victoria is a great queen. It contributed to the development of industry, expanded its territory and moved the country forward.7) Do you have dog friends on the street where you live with your mistress? Yes, on St. James Street, which leads to Piccadilly Circus, I have a lot of dog friends. Is Alice taking care of you? She feeds me deliciously, keeps an eye on my hair, my health. 8) How do you communicate? She doesn't understand the language of dogs, does she? Yes. But there is still sign language; we understand each other from a half-look.
4. Watercolor storytelling	Think of your story from this picture. Create your story in watercolor painting. The teacher can also do such work (Listen and draw).	Teacher's directions. "Draw a road as in the picture. Draw a dog. Color the dog yellow/brown. Draw a girl in the picture. Draw her umbrella/her clothes. Write a sentence about the picture. Next, you can make expressions for our staging, organize a role-playing game. Then we read the story by role and stage it, practice expressive reading.
5. Guessing	Showing the class only a small fragment of the picture, looking at which, students must determine what it depicts.	With this exercise it is convenient to repeat the words on the subject, practice the use of the phrases "I think," "to my mind," "I believe," "in my opinion" etc. Everyone else draws what he describes to them. At the end of the exercise, we find out whose drawing is closest to the original and talk about the differences
6. "Artists"	The leader is chosen. He gets a picture that his classmates can't see. The task of the presenter is to describe the image.	Everyone else draws what he describes to them. At the end of the exercise, we find out whose drawing is closest to the original and talk about the differences
7. "A fairy-tale mirror" (a single study).	The student closes his eyes, and the teacher with the help of magic words Tickary-pickory-bickary-dum turns him into an animal, which can be seen in the picture, i.e., the dog.	The student looks in the mirror, imitating the movements, the voice of the animal in whom he has turned (pantomime). Next, you can make expressions for our staging, organize a role-playing game. Role-playing is also a technique of art pedagogy. Then we read the story by role and stage it, practice expressive reading.
8. Method of working on the composition of the painting	The method o includes leisurely consideration, dictionary work (selection of vocabulary), an essay plan, oral writing of several students, followed by reviewing it by other students or teachers.	You can offer the following task. Students are divided into two teams. Each team for five minutes makes as many phrases as possible "adjective + noun", describing the picture or the photograph. The first team reads out one phrase, if other teams have such a phrase, they delete it from their list. The second team continues. The winners are the ones that made up the longest list. One of the tasks is to write a letter to a friend describing the events taking place in the picture, to write dialogues on the picture.

9. Method of projects	To give a project task - to learn the biography of the artist, the reign of Queen Victoria, to describe the Victorian era.	It is possible to imagine that it is raining outside (while turning on the film with the sounds of rain). In addition, it is possible to listen to the song of the composer V. Shainsky "The Missing Dog", the song of the composer S. Nikitin "The Dog happens to bite".
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DISCUSSION

In the process of analyzing the didactic and methodological literature, the following directions and features of the use of art technologies were revealed: motivation of the educational process, intellectual development, expansion of linguistic and cultural horizons, psychological climate, creation of a creative environment in the process of learning a foreign language; interdisciplinary nature (pedagogy, methods of learning a foreign language, psychology and fine arts). The authors of the work pay attention to museum pedagogy (including virtual excursions in the process of learning foreign languages), which, according to the authors, is an effective way to learn a foreign language. At the same time, the lack of a specific methodology for individual perceptions of the student was revealed.

In the process of observing the work of foreign language teachers at an early stage of education (master classes of teachers at international festivals, international forums, conferences, personal conversations, analysis of scientific and methodological literature), special attention was paid to the use of art technologies as an effective way to learn a foreign language (Pogosyan, 2021; Balganova, 2021). As a result of observation, private conversations, attendance of master classes of foreign language teachers in ordinary schools, in schools of a new type, in kindergartens of a new type that have arisen in the Republic of Tatarstan in recent years, a stable multicultural environment, the dynamics of more frequent use of art technologies has been noted. The question arose at what stage of the lesson it is more expedient to use art technologies. The prevailing opinion is that the choice depends on the stages of learning a foreign language. At the younger stage, as a rule, they are more actively used as an organizational moment, for a physical education minute and for activating the material.

Novelty of the research is development of a methodology for working with a work of art. Ch. Barber's picture "Off to school" at the early stage of training, both in school and extracurricular time. The technique is a complex: discussion the picture, listening to a musical work, drawing, staging, watercolor storytelling, "fairy -tale mirror," "painters", «interview with the word». The application of different genres of art at the lesson can revive the learning process; ensure the effective achievement of the results. Art technologies help students to learn about themselves, their inner world and contribute to psychological comfort.

CONCLUSION

Turning to the practical value of cognitive linguistics for teaching a foreign language, it should be noted a wide range of techniques that have given positive results in teaching various aspects of the language. This technique is based on the postulates of cognitive linguistics and is associated with direct physical experience of a person with abstract experience, which indicates the theory of embodied cognition.

The results of the study indicate a positive dynamic in using art- technologies in the process of learning a foreign language in 2018-2021 years. One of the key factors in using art-technologies is associated with changes in the educational space; there are educational institutions of a new type in Elabuga, in the Republic of Tatarstan: international, university, polylingual schools, kindergartens of the combined type, polylingual kindergartens and etc. In this regard, there was an enlarged interest in learning a foreign language and at an early stage, and this led to an increase in foreign language specialists at an early stage: an increase in foreign

language teachers in kindergarten and primary school. Special requirements were made by time for the mobility of a foreign language teacher personality, his ability to work at schools of a new type: foreign language teacher development courses, retraining courses, the opening of a polylingual master's degree, cooperation with domestic, foreign specialists in the field of art-pedagogy, inclusion in the existing curricula of Elabuga Institute of Kazan Federal University disciplines related to the innovative methods of teaching a foreign language, ensuring interaction with educational, cultural institutions and other social institutions. An important factor of the training is the intercultural nature of educational institutions in the Republic of Tatarstan. In the process of creating conditions for the use of art technologies, its own culture, cultural values of the new sociocultural space, the customs and traditions of the country under the studied language are taken into account.

In the process, the use of art technologies by teachers of a foreign language was noted: the creation of motivations for students of a foreign language to actively express themselves and to comprehend new forms of work; formation of the process of perception, attention, thinking, speech, methods of working with creative material, implementation of inter-subject connections; developing students' autonomy with ways of expressing themselves; informal atmosphere.

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CONFLICT OF INTERESTS

The authors declare no conflict of interest.

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