

Таким чином, формування творчої особистості студента через взаємодію засобів образотворчого та музичного мистецтва здійснюється на основі особистісного підходу у навчанні, розширення кругозору особистості, та впровадження нових методик, які дозволяють проводити паралелі між засобами виразності музичного та образотворчого мистецтва.

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ARTS AND ENGLISH: THE MUTUAL ADVANTAGES

МИСТЕЦТВО ТА АНГЛІЙСЬКА МОВА: ВЗАЄМНІ ПЕРЕВАГИ

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The arts, also called fine arts, modes of expression that use skill or imagination in the creation of aesthetic objects, environments, or experiences

that can be shared with others. Traditional categories within the arts include literature, the visual arts, the graphic arts, the plastic arts, the decorative arts, the performing arts, music, and architecture [1].

Language is the main source of human communication. There are thousands of languages in the world; some are spoken by millions of people, and others by only a few thousand. English is one of the languages known by many, with about twenty percent of the global population speaking it.

English language acquires more than 1,121 million speakers across the world. In this number, the contribution of non-native speakers is way higher than native speakers. This number definitely proves the popularity and use of the English language around the globe. English language today has become the language of international communication [2].

English is often one of the languages used in multilingual situations where everyday communication is managed by individuals using their full range of languages organically and fluidly – a practice known as ‘translanguaging’ [3].

The importance and benefits of these two domains – the arts and English – have been in the focus of attention of multiple studies, being primarily viewed separately. Despite much attention being paid to their various aspects [4; 5; 6; 7; 8], there is a need of a more detailed focus on the shared benefits of arts and English, thus becoming the aim of the study. The comparative analysis of the internet resources [2; 3; 9; 10] reveals the mutual advantages of arts and English to be as follows.

On the one hand, there is a variety of reasons for the arts students to become proficient in English, from their professional necessity to be skilled in foreign languages to the fact that it is the international language of communication and research. However, studies on the teaching methods of English often tend to overlook the specific differences in the students’ requirements and needs for mastering the language.

Frequently, arts students are not only concerned with learning English for academic purposes but would rather learn it in such a way that it would act as an motivation for them when entering into the arts industry, as their prospective career. Keeping that in mind, English for the arts students should be among the academic subjects with more practically focused character of teaching.

A vast majority of the students does not ache for continuing their studies. Thus, learning to write a thesis in English or engaging in academic pursuits does not play a key role in their future objectives. In such a context, English becomes instrumental for them especially when it comes to entering the international job market, as the lack of fluency in English often interferes with their success.

Arts students also have the opportunity of obtaining many other jobs related to the arts industry such as directing, script writing, and becoming managers or members of aesthetic institutions. All these professions involve presentation and communication skills. This is where a functional approach to

teaching English could be an effective method of teaching English to the arts students.

Therefore, the course of English for arts students should include common course material along with material and activities suited for specific subject areas: language features and structures that are used in the discourse of the arts, specific vocabulary items used and their correct pronunciation, language skills needed to function effectively in their personal, academic as well as professional environments.

On the other hand, many forms of arts present some amazing opportunities for a focused language work and skills-based activities. Many language teachers essentially underestimate the unlimited cultural resources of arts. However, the benefits of lessons based around works of art may be unlimited.

Reacting to art can be very inspiring and can result in various activities, from simple describing a painting to the grammar auction activity that can be advanced to an art auction with students speaking about the piece of art and then defining the accuracy of the sentences.

Handling works of art offers an effective variation of tempo. Whereas teachers often use visual pictures to present a topic or language element, requesting the students to employ and react to the piece of art can inspire students to become engaged in entirely uncommon way.

Integrating art into the lesson or curriculum can take the students beyond the classroom and inspire them to use their language abilities in the real world. Attending an art presentation or a task project that includes exploration on the internet can produce all kinds of language.

Reflecting on or producing art can be very encouraging. It can take the focus of attention off correctness and put it onto smoothness and the capacity to distinctly convey thoughts and opinions. This is very useful for students whose improvement in speaking is deterred by a worry of making mistakes.

Reacting to art has the capacity to advance students' creative and critical thinking abilities. Students with a lower level of English will be capable of reading a short biography of some prominent persons of art and consider how their works of art describe various sides of their lives.

Thus, art can be successfully used at a foreign language class, in particular English, involving lots of different activities that engage students in looking at, creating, sharing and responding to pieces of art.

Summing up, the arts and English may be used interchangeably to facilitate learning of each other. The course of English for arts students should assist their learning English in context thus allowing them to use English as a means for social communication and professional development besides using it to achieve their academic objectives.

At the same time, activities with art assignments can be very inspiring for English language students, encouraging and advancing their creative and

critical thinking skills. Art plays an important part at a language class of English and can be used as a great resource for practising the language.

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