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ART TECHNOLOGIES AS MEANS OF FUTURE SCHOOL PSYCHOLOGISTS' VOCABULARY DEVELOPMENT

In the modern society developing with its rapid dynamics, art becomes of particular importance, since it is able to comprehensively influence people and make them more humane. Teachers and psychologists try to involve art power into educational process for solving the problems of development, education, training and support of children. It is art that also has infinite possibilities when it comes to intellectual development. The application of different genres for teaching can revive and sometimes enrich the routine educational process, make it more intense and interesting, and also ensure the effective achievement of educational goals.

The benefits from learning a foreign language for modern specialists have been recognized by scientists and teachers. And there is the constant search to incorporate new technologies in the learning process and make students foster the four c's: communication, creativity, collaboration and critical thinking. Art technologies such as illustrative visualization, watching movies, listening to music, creating collages on different topics, learning poems, rhyming, songs, artistic works, staging, performing various roles in dialogues, role plays, small plays are of great importance here as they stimulate the interest of students in learning a foreign language, restore their inner strength, accelerate their intellectual development, in other words, unites their perception of the world, feelings and experiences.

Art technologies are also widely used for foreign language learning and teaching. Although they are treated as a good and rather effective method for teaching mostly preschool children and primary school children, modern researches demonstrate their value for teaching adults as well [1]. There are a few reasons why

introducing art technologies may improve classroom learning: (1) they break monotony and therefore increase alertness, (2) they allow students to express and choose their preferred learning medium, thus increasing their interest and (3) they facilitate memorizing by using multi-modal material [2]. It should be noted that art technologies are suitable for working with students having different abilities and in mixed groups, as they allow every student to work without tension and be evaluated for his/ her contribution individually.

In Pavlo Tychyna Uman State Pedagogical University students- future psychologists studying foreign language enrich their active vocabulary in both general pedagogical and professional vocabulary. The main purpose of the discipline “Foreign language” is to prepare a specialist who will understand authentic professional texts, freely work with documents, popular, specialized and Internet sources, will conduct research, using professional vocabulary. Used together with traditional methods and techniques for students’ professional training (lectures, reports, writing essays, disputes, conferences, writing scripts and plans of lessons, games, modeling of situations, etc.), art-therapeutic methods develop creativity, sociability, reflectivity, empathy and other professionally important qualities, helping to master foreign language vocabulary.

One of the most effective techniques for training future psychologists is art therapy [1], which involves the use of creative techniques to help people express themselves artistically and examine the psychological and emotional undertones in their art. With the guidance of a credentialed art therapist, clients can "decode" the nonverbal messages, symbols, and metaphors often found in these art forms, which should lead to a better understanding of their feelings and behavior so they can move on to resolve deeper issues [3]. However, it is important to restate that educators are not therapists and cannot be engaged in diagnosis or treatment of serious mental health disorders. But an educator with concomitant training in art therapy can design assignments and settings where students are free to make art based on their own free-flowing ideas and engage in conversations that address the meanings in those images [4]. Among the advantages of using art therapy there can be as follows: it is a means

of self-development, has "insight-oriented" character, that determine the atmosphere of trust, understanding of the inner world etc., it has no limits and restrictions in application, tries to develop the creative potential of the individual, internal mechanisms of self-regulation and self-mobilization, it can have psychological correction influences and uses the power of non-verbal communication [1].

Consequently, elements of art therapy are mostly used when students start learning professional vocabulary in general and topic "Types of professional therapy" in particular. They have the opportunity, on the one hand, to engage in foreign-language activities with the help of art practices, and on the other hand, to demonstrate their knowledge by analyzing the works of classmates, to act as specialists who implement such methods in the English-speaking environment and enrich their professional vocabulary. Besides, the use of art therapy elements allows making learning a foreign language creative, interesting, not boring, very alive and diverse. That is, in education it serves as both method and means, involving students in professional communication in English.

Thus, the elements of art therapy, used in an area not typical for such a method – foreign language learning and teaching – stimulate the imagination, develop thinking, and create a situation for students to develop their vocabulary together with professional practices. At the same time, it helps students to acquire rules of language etiquette, search for techniques to solve professional situations, develop the skills of speaking and listening. Art-therapeutic methods create a favourable psychological climate and mastering a foreign language takes place in natural conditions. They develop motivation and self-esteem; help successfully form skills and abilities which foster the development of communicative competence.

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