

UDC 378.1+37.08

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AESTHETIC EDUCATION IN PROFILE SCHOOL: PHILOLOGICAL CLASS

Formulation and justification of the relevance of the problem. Every child needs planned, aesthetic education in order to influence the experiencing, feeling and enjoying of beautiful things as a counterbalance to our currently rationalized world. Since the contemporary school strives for the development of professional knowledge and skills on the basis of intellectual actions, while (at the same time) neglecting other dimensions of the child's personality (emotions, feelings, etc.), it is one of the most important tasks of the education of children and young people to develop the ability to enjoy art and beauty, and in one's inner and outer life to act in accordance with a sense of proportion, harmony and beauty.

The paradigms of scientific thought and modern technology have come to dominate the lives of individuals. Pedagogical classics have already warned us against paying too much attention to rationalism and to promoting the cognitive development of the child and young person. All of the critical periods in the past, and partly also in the present, see the escape from the dominance of rationalism in emphasizing the importance of aesthetic and artistic education; at the point when the child's or young person's development of integrity becomes unbalanced, this education is seen as the «last resort» in the reestablishment of harmony among the individual areas of the child's personality [3].

Analysis of recent studies and publications. There have been abundant researches abroad on music and songs as an authentic teaching resource in language teaching (N. Chomsky, E. Gaston, P. Geoff, M. Halle, N. Millington, C. Shen, D. Sigurparyttir etc.).

In a survey conducted by J. Joly, the question whether the in-class utilization of songs which were chosen in accordance with the goals of the lesson was helpful or not was directed to students attending a Japanese speaking course. The results of the survey show that the majority of the students favored using songs in the class existing in ordinary language teaching and increase student enthusiasm towards studying [4].

According to C. Cheung, as students more easily learn the things about which they have background knowledge, student motivation is increased when the elements belonging to the popular culture of the target language are involved in the class. Bringing a song listened by the student to the class environment increases

students' desire to learn and enables them contribute to the process of learning by making use of their own musical knowledge [2].

The purpose of the article. The aim of the article is to study the usage of art and music as a tool for Language Teaching in profile schools. The objective of the article is to study how language learning and music relate to each other.

The main material of the study. Although the aesthetic comprises a wide range of notions and features from nature and social reality, art remains the most important means of aesthetic education expressed in terms of visual representations, movements, sounds, verbal expression, etc. Art participates not only in the development of the child's sensitivity but also in the integral development of the child's personality (cognitive, emotional, social and psychomotor), which should be separated from education in the artistic fields, which are narrowly professional in character and aimed merely toward developing artistic abilities. The concept of aesthetic education strives at familiarizing children with various forms of art, as only in this way can art become a vital part in the culture of the individual. The value of arts ought to increase in the spirit of postmodern epistemology and value orientations because it is a key instrument that allows emphatic recognition of various value perspectives and rising existential questions also claims that individuals can find a way out of emotional and physical isolation with the help of the humanities and literature. Artistic experience can guide the individual to become the humanistic ideal of personal perfection [3].

With the progress of technology, the development of educational tools for English language teaching has started to contribute significantly to student progress while learning a foreign language. Therefore, the efforts to adapt these tools to a classroom has become of greater importance. At the same time, the increase in the number of approaches to develop students' skill of communication and cross-cultural interaction is an indicator of the fact that songs are aural and written tools essential for English language teaching [1].

CHEREDNICHENKO N English language teaching in Ukraine has for quite a long time followed the traditional path-teaching vocabulary and grammar textbooks, cramming students with a considerable amount of exercises and then

evaluating their accomplishments through consecutive exams. It is no surprise that English learners view English language learning as insipid and an unconquerable obstacle. English language teaching can be implemented in a relaxed and enjoyable way by using English songs in the classroom [1].

As an integral part of our language experience, songs can be of great value to foreign language teaching. Georgi Lozanov incorporates music into his teaching method – Suggestopedia, for music is instrumental in creating a relaxing and comfortable environment, which can propel language learning [7]. Besides music, another indispensable element of songs is lyrics which serve as a direct genuine source of teaching materials in foreign language classes.

Music, is vital for the approach. The following composers from the baroque epoch (XVII th c.), recommended by Andrea Rohmert as suitable for suggestopedic learning, have music works, which contain Largo movements: Johann Sebastian Bach, Arcangelo Corelli, Georg Friedrich Händel, Johann Pachelbel, Georg Philipp Telemann, Antonio Vivaldi. Baroque «Largo» movements help the suggestopedic student to reach a certain state of relaxation, which increases receptivity. Experiments by Lozanov and his successors in both Europe and America showed that the following criteria have to be met by a music work to be useful for suggestopedic learning. The music that we want to use should have «largo» tempo (approx. 60 beats/min), regular patterns (works made up by rhythmic and melodic variations on a theme, following a somewhat mathematical pattern), voices (even choirs) and instruments should not stand out against the orchestra because they are likely to distract the student. Ideally, the orchestra must have a neutral colour (the same instruments be played throughout the work) – that is why the best choice is string orchestras. The total effect is further increased by suggestion, especially using the concert session as a placebo. Research by Lozanov (1978) has shown that there is a positive effect when classical music is used during efforts to memorize, even without suggestion. Before the concert session the student is told by an authoritative figure that after the session the material will be memorized. The students notice that their memorization has improved, so they accept the statement of the authority. The result is a huge increase in memorization power [9].

The suggestopedic session which is based on the memorizing of a text is accomplished through ritualistic *concert sessions*: an active session and a passive one. During the active session the teacher reads the text to the accompaniment of *emotional* classical music. The students follow along in their text, underlining, highlighting, or making notes as they wish. Thus the students have a translation of

the text. This translation is collected after the concert session and the students work without it. During the passive concert, after the active session, the students close their eyes and listen to the teacher who reads more or less normally to the accompaniment of *philosophic* classical music [9].

Songs offer many codes that strengthen student memory such as choruses, rhymes and melodies. Therefore, these codes in songs increase the functionality of songs in language teaching. When a student listens to and memorizes a song involved in the class, the lyrics are embedded in his/her long-term memory. Moreover, neurological researches have shown that musical and lingual processes occur in the same section of brain and that there are significant similarities between musical and lingual syntax [5].

Using songs as tools for teaching English language has many benefits. Songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily. Besides, utilizing songs in class environment amuses students, helps them feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song. In this direction, the amusing and relaxing mood brought by songs to the class eases the effects of certain emotional cases such as excitement, anxiety, lack of self-confidence and the feeling of being threatened, in addition to influencing learning process positively or facilitating it by stimulating the student emotionally. Also songs help motivating the learners as they provide a pleasant atmosphere. The students are encouraged been actively involved in the learning process by making use of their musical knowledge. In this way songs help students to develop confidence for language learning [5].

Music and language share various characteristics. On the one hand, both come from the processing of sounds; on the other hand, they are used together by authors/speakers to express a message, although language is much more accurate than music, whose effect is principally emotional. In addition, music and language have intrinsic characteristics in common, for example pitch, volume, prominence, stress, tone, rhythm and pauses. A further shared characteristic of language and music is that we learn both of them through exposure. No language can be acquired without oral or written input (or visual input, in the case of sign language), and in a similar fashion we acquire our notions of music from what we hear around us [10].

When teaching foreign languages to children and adolescents, there are numerous methods that can be used to enhance the students' learning and interest, and music is most definitely one of them.

Musical intelligence is very often overlooked, and although music is not everyone's strongest intelligence, it is usually something that most children as well as adults can appreciate because they have at least some musical intelligence. Language learning and music relate to each other since music and speech connect through sounds and are used to convey a message, although language is precise and music mostly emotional [8].

Linguists define language as an instrument for communication as a verbal interaction. However, Spanish music therapist Patxi del Campo asserts that in any oral interaction only 15% of the information issued corresponds to verbal language, while 70% of the message is performed through body language; the final 15% belongs to intonation, the musical character of language. This importance of body language can be easily observed by watching a television debate with the volume turned off. The body language clearly indicates the mood and attitude of the participants, and even their agreement or disagreement with what the other speakers are saying [10].

Being a combination of music and language, songs have innumerable virtues that deserve our attention. Their richness in culture and themes, their idiomatic and poetic expressions, their therapeutic functions make them an impeccable tool for language teaching. Songs should be used in English language teaching for their own merits as they are a kaleidoscope of culture; songs are highly expressive; singing a song by heart is more delightful and meaningful than rote learning; music has several therapeutic functions, such as promoting self-esteem through increased self-satisfaction in musical performance and using the unique potential of rhythm to energize and bring order [7].

Suzanne L. Medina thinks the main advantage of using songs and music is the enjoyable experience they bring to students and the relaxed atmosphere they create in a class. The more relaxed the students, the more receptive to learning they are. In addition, through songs, learners are exposed to authentic examples of the foreign language. It is also important to know that music and songs in the classroom can stimulate positive associations to the study of a language, which otherwise may only be associated with exams, frustration and corrections. Also, not every student will have the opportunity to go abroad to practice English in real life, but there are opportunities to listen to English in a useful way [10].

One advantage of using songs in the classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners

improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture [1].

Being authentic texts themselves, songs provide students with the opportunity of meeting authentic texts belonging to the target language. Songs help students get prepared for the language they will encounter in daily life. Besides, as a part of daily life, they are the tools of informing the students about the culture of the target language. A song is a literary text and literary texts harbor cultural elements belonging to the language in which they are written. When the relationship between literary texts and life itself is examined, it is seen that the reality of life and human conditions in literary texts are narrated by being processed in the inner world of the author. In this regard, literary texts have a significant role in comprehending human beings and society with their different aspects. In literary texts written in a foreign language, it is possible to find the reflection of the world of that language, a life which is stranger to us. Songs also reflect culture and transmit cultural values between people, societies and generations. Therefore, while learning a foreign language, a person can learn about a society and its culture through songs [5].

Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation [6].

Songs have been part of the human experience for as long as we can remember. Humans use songs daily, be it in bars, in the shower, listening to the car radio, etc. Therefore, songs have become an essential part of our language experience, and if used in coordination with language they can be of great value.

Music is used by teachers to help English language learners acquire this language. It has been reported to help English language learners to acquire vocabulary and grammar, improve their spelling and develop the linguistic skills of reading, writing, speaking and listening. Songs usually stick to the students' minds, and unlike anything else are not forgotten so easily. Therefore, the use of songs in a classroom should be to teachers' advantage, providing a number of various activities to practice listening comprehension [10].

Conclusions and prospects for future research directions. In conclusion, in order to stimulate the creativity of the learners suggestopedia uses almost all the categories of art such as music, visual arts, and stage art. The

suggestopedic teachers use music as songs in the elaborations and as classical background music in the concert sessions. They hang colorfully made grammar posters among other art posters in the classroom, and sometimes you give the group drawing tasks. They move like actors in the theater, use puppets like a show person, and read the textbook like poets at their recital.

For English language teaching in profile school it is possible to make use of songs effectively if songs are carefully chosen by taking the audience, objectives, language level of students and song content. Using songs this way provides an enjoyable experience not only for students but also for the teacher. Using songs along with such activities will have many advantages such as saving the lesson from being boring and monotonous and improving student motivation.

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ВІДОМОСТІ ПРО АВТОРА

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*Дата надходження рукопису 02. 11. 2017 р.
Рецензент – д.п.н. професор С. І. Шандрюк.*

УДК. 378(73) + 378(410)

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ВИПЕРЕДЖУВАЛЬНИЙ ПІДХІД У ПІДГОТОВЦІ ФАХІВЦІВ ПОЧАТКОВОЇ ШКОЛИ ТА ДОШКІЛЬНОЇ ОСВІТИ В УКРАЇНІ НА ОСНОВІ ТВОРЧОГО ВИКОРИСТАННЯ ПРОГРЕСИВНИХ ІДЕЙ АМЕРИКАНСЬКОГО ТА БРИТАНСЬКОГО ДОСВІДУ

Постановка та обґрунтування актуальності проблеми. Нами проаналізовано систему професійної підготовки фахівців початкової школи та дошкільної освіти в університетах США і Великої Британії, визначено подібне і відмінне та особливості у підготовці фахівців початкової школи та дошкільної освіти, а також – прогресивні ідеї

американського і британського досвіду з проблеми дослідження, які доцільно впроваджувати в Україні в процесі проведення освітянських реформ з метою підготовки творчого вчителя та вихователя. На основі зазначеного вважаємо за необхідне розробити методичну систему підготовки фахівців початкової школи та дошкільної освіти, яка б