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EMPLOYING THE MATERIALS OF MUSEUMS OF THE WORLD FOR MASTERING VOCATIONAL VOCABULARY BY STUDENTS OF THE FACULTY OF THEORY AND HISTORY OF ART

Abstract. *Involving exhibits of the world-famous museums in studying professional vocabulary at the lessons of foreign language for art critics. This article researches the process of modernizing traditional teaching methods and teaching methodology in the current situation of changes in education system of Ukraine and new laws and reforms, issued recently. Due to the fact, that Ukraine have been integrating into European society, alterations involve evaluation and main principles of teaching in the universities of Ukraine. One of them is targeting at studying vocational vocabulary rather than general English. This generates the need for researching and finding the new ways for teaching the students of a certain faculty and certain specialization. In order to make lessons of foreign language contemporary and increase their effectiveness and studying results, the general ways of teaching should be adapted for the students of different professions. The particularities of the profession must be taken into consideration and the chain of new exercises must be developed. This will lead to the increase of motivation and will make studying process more various and topical. The article contributes in the developing of teaching methods for the students of art critic faculty. It is based on the practical work and practical study. The ideas, given in the article, have been put into practice, developed and improved during the practical lessons. One of the fundamental differences between professional direction and teaching general English is involving real professional situations in studying process. The novelty of the article is in the fact that as the profession of art criticism is quite rare, so far very little information could have been found and very little research has been made. Practical exercises, considered in the article, involve the work with exhibits of the most prominent world museums and galleries. These ideas are based on the fact that a museum should be an expected place of work for the future art critic. Painting analysis is the most important skill, which should be acquired while studying. Direct work with the texts, attached to museum exhibits has been suggested, analysis of the rare exhibits from private collections has been offered in the article. Exercises, involving various types of memorizing material and developing such language skills as speaking, listening, information proceeding have been researched.*

Keywords: *vocational vocabulary, museum, exhibit, labeling, students of the faculty of Theory and History of Art, development and effectiveness of vocational learning.*

ВИКОРИСТАННЯ МАТЕРІАЛІВ МУЗЕЇВ СВІТУ ДЛЯ ОВОЛОДІННЯ ПРОФЕСІЙНОЮ ЛЕКСИКОЮ СТУДЕНТАМИ МИСТЕЦТВОЗНАВЧОГО ФАКУЛЬТЕТУ

Світлана Смолянїнова

Анотація. *Стаття присвячена проблемам підвищення ефективності викладання іноземної мови в немовних ЗВО на прикладі факультету теорії та історії мистецтва Національної академії образо-*

творчого мистецтва і архітектури. Авторка розглядає особливості сучасних методик викладання іноземної мови, пропонуючи та аналізуючи нові, специфічні види роботи, котрі сприяють підвищенню результативності й ефективності, забезпечуючи вдосконалення навичок, необхідних для оволодіння у повному обсязі професійною лексикою студентами-мистецтвознавцями НАОМА.

Ключові слова: професійна лексика, музей, експонат, етикетаж, студенти мистецтвознавчого факультету, вдосконалення й ефективність професійного навчання.

Introduction. Due to the reform in language education in 2005, the latest educational program for teaching foreign language in non-linguistic Higher Educational Establishments was introduced. «National ESP Curriculum for Universities». Collaborative initiative of Ministry of Education and Science of Ukraine and British Council in Ukraine, founded on the recommendations of Council of Europe, suggests the range of the contemporary criteria, such as employment of educational units, called modules, which are in accordance of the requirements of National credit-unit system. According to those requirements, teaching foreign language in non-linguistic Universities has to be vocational, which is going to improve the quality and effectiveness of high education system and advance and develop current methods.

Relevance of research. Vocational vocabulary differs for every specialization significantly. So, the methods of teaching, grounded on the same generalized methodology, must be conditioned by a certain specialization. This research is dedicated to the development of the range of practical tasks and methods for the students of the Faculty of Theory and History of Art and their theoretical analysis aimed at improving the quality of teaching and the effectiveness of mastering vocational vocabulary.

The aim of the article is to improve the methodology of teaching vocational English for the students of the Faculty of Theory and History of Art of NAFAA and diversify it, adding contemporary advanced tasks and exercises to the conventional ones, which will allow the students to receive access to knowledge, stemming immediately from the source.

Analisis of recent research and publications. Materials, which analyze general methodology of teaching vocational at the lessons of foreign language in modern universities, are widely covered in the collection of «Materials of All-Ukraine Scientific-Practical Conference», which took place on April the 6–7 in 2012 in Dnipropetrovsk. So, Doctor

of Pedagogical Sciences in the dissertation «Typology of methods of teaching foreign languages» Maryna Rakhmanina, researches the ways of improving speaking skills for the students of Higher Educational Establishments and classifies modern methods of teaching foreign language. Candidate of Philological Science, Associate Professor of DNU named after Oles Honchar Lidia Ponamoreva in the article «Problems of Teaching Foreign Languages at university under influence of Globalization» analyses the changes, which globalization caused. Associate Professor KSPU named after Draho-manov Valeriy Pryma in his research «Transport terms of English-language tourist guides in Ukraine» provided a system for the terms in the tourist field and made contribution into teaching the students who specialize in tourism industry. Professor PNU named after Vasyl Stefanyk Vasyl Sas in his work «Frame approach to teaching English», has analyzed the history of frame, i.e. structural approach to the methods of teaching English. All abovementioned works provide key, scientifically-grounded generalized direction in modern teaching methods for the students of different specializations or suggest target-aimed methods for the students of certain field of knowledge. The teachers of the Department of Foreign Languages of NAFAA developed the range of scientific-methodological works for teaching the students of various faculties of NAFAA the vocational vocabulary, such as book «English for Art Students» by the Head of the Department Oleksandr Yudenko and the book for the students-artists, who are doing Master degree course, «Let's talk Art» by Lyudmyla Mkhitarian and Tetiana Kresan, where one can find wide range of the texts on History of Art and exercises for practicing vocabulary.

Novelty of the article. It is common for every Higher Educational Establishment in Ukraine to make their own scientific and practical research in their field of knowledge. The author of the article has suggested and researched new methods of work at the lessons of Foreign Language for the students

of the Faculty of Theory and History of Art of NAFAA, aimed at increasing the effectiveness of teaching vocational vocabulary and rising motivation, which is one of the most important parts of teaching process. In case of implementing them into practice the ways of teaching foreign language should become more advanced and will correspond modern European standards, and final level of the student's knowledge will be raised.

Discussion and Results. Vocational vocabulary for the students — art critics is the range of vocabulary, semantically connected with Art in general, vocabulary, which refers to the Theory and History of Art or which is employed in analyzing the works of Art and Art objects. Furthermore, involving culture is one of the essential aspects of teaching foreign language the students — art critics. A science, studying this, is named Linguoculturology. It has been separated recently and it is grounded on the linguistics and culturology.

Linguoculturology (from latin *lingua* and *culture study*) is a merged field of linguistics and culture, which studies mutual influence and mutual connection between language and culture in its function and generalize this process as a single structure of units in the entity of language and cultural context with the aid of system methods, directed at modern priorities, social values and the norms of culture (Kravets).

According to the Linguoculturology the language is a result of an artistic creativity of a human being and it is closely interwoven into culture. Namely is it the Art, which shows the level of culture of the peoples and entire nations. The awareness of contemporary cultural events and events in Art demonstrates the level of education of an art critic. Studying foreign language just by using the books will lead to the fact that the students' knowledge will differ from the real situation in the world of art. In addition, most students who currently study at Theory and History of Art faculty, work part time at various galleries and museums, and therefore understand inconsistency of the language, taken only from the texts in their books with real situation, which they must be able to deal in practical life.

For this reason, the essential task of the teacher, who works in Higher Educational Establishment, is to create a lesson, where linguoculturological principals will be realized and implemented into

practical studying situation, aiming at the same time at achieving high vocational level of foreign language at the students. For maximum realization of abovementioned principles our research suggests employing a range of exercises and activities, based on the information and material of temporary and permanent exhibitions of the world-famous museums, the museums of Western Europe in particular. One could argue that nowadays internet space is abundant of information on the world cultural heritage. However, thorough research on the topic revealed, that most prestigious European museums and galleries observe privacy carefully, allowing the free access to only a particular part of information about their rare and unique exhibits. Therefore, the method of studying English, suggested in the article is quite original.

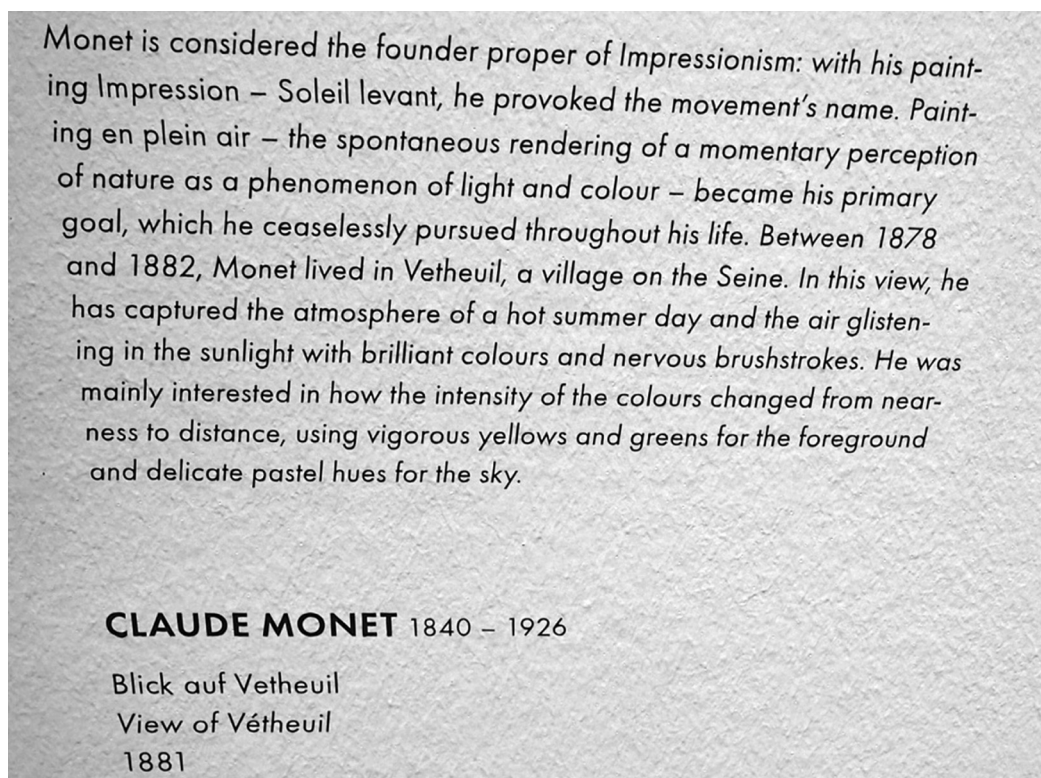
Another popular way of introducing the works of art to a wide audience by famous museums nowadays is organizing temporary exhibitions. They are especially valuable, as both unknown and rare exhibits from museum funds and private collections could be seen by public. Usually a temporary exhibition, which takes place in a European capital, is converted into outstanding cultural event, so every single person, who considers themselves involved into art, makes an effort of visiting it.

As example for our article we will take a temporary exhibition of the artworks by the prominent artist of Late North Renaissance Pieter Bruguel the Elder, which was dedicated to the 450th anniversary of death of the artist. This event took place museum of History of Art in Vienne from October 2nd 2018 to January 13th, 2019. The idea of the exhibition was to collect in one place all works by Bruguel for a short period of time. So, the unique paintings from the collections, belonging to prominent European museums and to various private collectors, were introduced to wide public. What is more, the visitors, with the aids of modern technology, had opportunity to receive a rendering of a particular painting and its symbolic meanings. Despite a ubiquitous power of the internet, only a tiny pieces of general information could be found there, not considering videos from personal pages in social networks. This explains the fact, that high ticket price did not stop the flood of public all over the world, and the number of people was so big, that one could not visit the event without being recorded in electronic line.

We are going to say, that the information, given in the internet and in books, still can not replace what one can find out in a real museum, where all exhibits, from paintings to archeological findings, belong to the world of art. The main structural unit of teaching language is a word. So, to incorporate museum artworks to the lessons of foreign language we suggest working directly with museum labelling, which is compulsory compliment of every work of art, kept in a museum. The advantages of the working with labelling are the following: It is always introduced by two languages — English, and Native language. As we consider prominent world museums, English translation is advanced and does not contain mistakes, as it might happen in the internet or in some books, written by non-native speakers. Nowadays it is relatively easy to find the depictions of paintings and information, introducing them. A painting label in a museum might be shortened, but in most cases it is introduced by a large-scale text, which corresponds an advanced level in classification of teaching foreign language (C1-2). The vocabulary is usually rich on synonyms, topical for art critics and grammar consists of quite complicated and important structural units. The texts of such

level correspond the contemporary requirements and vocational principle of studying. Due to the fact, that this is topical, working with labels can even replace working with the texts from the books. Such activity at the lessons of Foreign Language increases motivation, which is one of the main purposes of teaching methodology, as the students, knowing, that this text is from a world-famous museum and currently located there, will feel its relevance and «authenticity» unlike «never-changing» texts from the books. For our research we consider the label from outstanding Albertina Modern Gallery in Vienna in the hall of the permanent exhibition dedicated to the Impressionists.

Recently, the most popular approach in British methodology of teaching English as foreign language is the cognitive-communicative one. It is thoroughly integrated into original British books for teaching English of such respectable Publisher houses as «Oxford University Press», «Pearson Longman», «Cambridge University Press». Normally, the work over any text starts with «Comprehension check», activity, which checks general understanding of the essential information given. In our particular case for university students — art



Label from Albertina Modern in Vienna. Photo by the author

critics, whose language level is high and who are experts in the field of art, we suggest replacing this traditional exercise by one, which can be named «extending initial information». Thus, students receive the task of recalling all possible additional information, connected with a biography and works of the artist, their particular artistic approach and report to the class. This is similar to «brainstorming», because it is also held as preliminary activity. The main difference is that while brainstorming students collect creative ideas for solving the problem. Here, the students collect additional information on the topic, report and exchange it. Due to this approach, every person in class has an opportunity to make their own contribution into the lesson, which favors raising the students' self-awareness. Exchanging information leads to the fact, that everyone receives new pieces of information, unknown to them before. In addition, every new piece of information generates association memory and triggers recalling further information on the topic, which leads to revealing new valuable facts. Personal experience of such lessons shows that the next step of such activity is discussion in the form of friendly conversation or even an argument, as other students might disagree with the information, known by only one person before. This way, involving students into arguing and making attempts to prove their point of view, while speaking the language which they study, a teacher is able to realize in practice cognitive criteria of conscious learning and to develop skills of spontaneous speaking on vocational topics, which is the vital aim of teaching university students. The principles of interactivity and collective thinking are followed. The atmosphere of friendliness and creativity is prevailing at the lesson. The process of communication is natural. Critical thinking is being developed, which broadens the mind, improves imagination and clarity in perception the information.

Another important part of the exercises develops namely vocational vocabulary and works with a word as a lexical unit. In our opinion, in case the students' language level is quite high, it is not recommended to translate the text into native language. This way it becomes possible to imitate linguistic environment during the lesson. The first thing which should be done to work with a semantical meaning of a lexical unit is explaining the meaning of one

word or phrase in foreign language using synonyms or students' own ideas or giving its definition. In the abstract, given as example, students should explain the meanings of the following words: *render*, *perception*, *brushstroke*, *foreground*. Secondly, exercises for practicing synonyms should be done. In the given passage, synonyms to the words *goal*, *ceaselessly*, *pursue*, *glistening*, *nearness* and *hue* must be found. Thirdly, we analyze the proximity of the synonyms in their meaning and elicit stylistic differences between them, selecting neutral lexical units and trying to find corresponding synonyms in colloquial, formal or literary styles.

Another activity has a target audience and aimed at the students of artistic university. Painting label introduces information concerning a description of the painting itself and its analysis. It is essential skill for an art critic to learn to describe and analyze a work of art, which is a focal point of their studying. Most part of the curriculum program in art critic faculty is dedicated to a painting analysis. So, the main task of a foreign language lesson while teaching the vocational vocabulary is to teach the students to analyze paintings in foreign language as well as in their native language. We suggest that at the lesson students should be shown a photograph of a label with a text but without a photograph of a painting. Students should be put in pairs. Their task is to imagine a painting itself by its description. After that one person in pair describes it to their partner, practicing speaking skills and using a vocabulary of the lesson. At this time a partner is trying to depict what is being described, developing their listening skills. Basically, most students at faculty of Theory and History of Art are amateur or, sometimes, professional painters. This activity leads to a significant result, as it involves several types of memory, such as motor memory — while depicting what is being described, imagery memory — imagination and visual thinking is being developed, emotional memory, as emotions are integral part of this exercise, which increases memorizing. It is known that the more types of memory are involved, the better final result will be. Finally, one of the students in each pair, the one who was listening, report to the class, consolidating vocabulary. Also, each pair introduces their painting, explaining what and why is depicted there, repeating vocational vocabulary again. At this stage a teacher should correct mistakes and experience in

speaking skills is increasing, the whole group eagers to see the original painting, which is usually possible to find in the internet and compare with the description, introduced in a label. After involving several types of memory, range of emotions and high level of cognitivity at training activities, students get a desire to visit exactly that museum and to see that painting and other exhibits introduced in the hall, with their own eyes. Therefore, linguoculturological approach will be perfectly realized.

Conclusions. Having realized abovementioned methods in practice, it becomes possible for a teacher to develop at their students a wide range of skills, to increase motivation and to advance traditional ways of teaching, such as exercises for texts, brainstorming etc., developed for teaching general English, and replace them with activities, which have

a particular vocational target and adopted namely for NAFAA students.

Perspectives of the results. Museum is one of the main work places for the graduates of the faculty Theory and History of Art. Employing labelling into teaching English will be good practice for the future art critic, due to which a museum worker will have clear understanding of vocabulary, which they will be going to work with, and will be able to correct mistakes in labels and other information concerning museum exhibits. This will also increase the level of their education and will help to achieve efficient result in learning vocational vocabulary at the lessons of foreign language, minimizing a gap between a lesson and real life, integrating English into sphere of students' interests.

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