

INNOVATIVE TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES IN THE CONTEXT OF ART DIALOGUE AT SCHOOL AND UNIVERSITY: FROM THEORY TO PRACTICE

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The teaching of foreign languages is an integral part of the modern scientific and educational space, which is focused on the intellectual and creative development of the personality of the younger generation [6]. Innovative technologies dictate new educational goals and objectives based on the synthesis and integration of basic methods and the implementation of information and computer technologies. Both schools and universities are focused on the education of a developed personality, capable of self-development and creative realisation, but unfortunately the problem of continuity "school - university" in the teaching of a foreign language in the context of the dialogue of the arts has not yet been considered.

Material and methods. Theoretical and methodological bases and methods of research are: conceptual provisions of polyartistic approach to education (L.G. Savenkova and others); psychological, pedagogical and methodological works on problems of art education and education of the younger generation; pedagogical experiment, theoretical analysis.

Findings and their discussion. Modern foreign language teaching is a unique educational and polyartistic space, the metaeducational part of which is represented by cognitive, regulatory and communicative actions in the context of art dialogue. In the system of language teaching, art plays a special role, both in the aspect of perception and in the aspect of communicative and linguistic activity. The polyartistic approach to teaching, focused on the interaction and integration of education with art [7], allows special attention to be paid to the foreign language communicative competence of future lawyers, thanks to the inclusion of situations of understanding professional and cultural phenomena in the language studied. Let us consider the advantages of the polyartistic approach, which make it possible to make foreign language teaching effective in the context of the dialogue of the arts:

1. First of all, this approach contributes to the effective development of communicative competence in a foreign language, which consists of the following components: rules of the language, rules of dialect, rules of constructing a meaningful utterance, rules of maintaining contact with the interlocutor.

2. The dialogue of the arts, providing a high degree of creative motivation, independence and responsibility, for example, in the educational project activity (preparation of an educational solo-performance in a foreign language on the studied literary work), contributes to the development of emotional intelligence, self-realisation of artistic abilities of gifted and creatively oriented children and youth [3], as well as positive socialisation of students in difficult life situations [4].

3. Dialogue of the Arts also promotes the development of creative thinking. In the course of dialogue, pupils and students not only learn to express their thoughts and ideas, but also master analytical and critical thinking skills. They are able to analyse and compare different works of art and to evaluate their quality and significance.

4. Finally, the dialogue of arts also plays an important role in developing the socio-cultural competence of pupils and students [8], as it helps them to recognise and accept the differences and similarities between different cultures, teaching them intercultural understanding and overcoming psychological barriers [5].

The following examples prove the innovative technologies that language teachers can use to improve the effectiveness of the teaching process:

1. The use of mobile applications, QR codes. With their help, students can access various educational materials, complete tasks and learn at any time and in any place. There are also

applications that allow virtual dialogues with native speakers, which makes it possible to practise speaking and improve pronunciation.

2. Another innovative approach is the use of speech recognition technology, that allows students to practice their pronunciation by recording their speech and comparing it to a sample. This enables them to identify and correct errors, thereby improving their pronunciation and understanding of the language.

The problem of "school - university" continuity is relevant for the scientific and methodological cooperation of educational organisations in the Russian Federation and implies, first of all, the continuity of state requirements for the education of school graduates and the content of university educational standards in terms of state requirements for humanitarian, socio-economic and other disciplines. It should be noted that an important aspect of the use of innovative technologies in language teaching in the context of the dialogue of the arts is the integration of different formats. As part of the pedagogical experiment, the author of the article developed a programme of optional lessons in English 'Dialogue of Arts / Art in Dialogue, based on the comparison of artistic works of Russian and world classics. Students can watch videos or listen to audio files of dialogues from films or plays, then discuss them and repeat the phrases. For example, when working with high school students and law students, texts from Russian and English classics, such as extracts on legal topics from the works of D. Brown, D. Grisham, F.M. Dostoevsky and A.N. Ostrovsky, have proved to be effective. As a reading task, students commented on the work, evaluated their favourite character, gave their recommendations, predicted their future in a few years' time and gave a legal assessment of their actions.

Communicative competence in foreign languages is the most important qualitative characteristic of a modern school graduate, because the development of communicative competence has a positive influence on the learner's personal and self-development (e.g. in the system of professionally oriented foreign language teaching in secondary schools), on their further professional training in the system of higher education and - subsequently - on their successful adaptation to society. One of the priorities of higher education is the professional training of students, who are regarded as intellectual and social potential for the intensive growth and constructive development of modern society. Models of teaching a foreign language for professional purposes to students of non-linguistic branches of education reflect the peculiarities of the professional field of knowledge and meet the needs of students [1, 2].

Conclusion. The integration of the arts - theatre, music, drama, poetry, visual arts, etc. - into the innovative educational process of schools and colleges can be as follows:

- 1) the use of texts and dialogues created specifically for the purpose of learning a foreign language (e.g. a script for a theatre production, etc.);
- 2) the use of music and songs in the language learning process;
- 3) visual arts in language teaching.

Thus, the use of modern innovative technologies in the context of dialogue of the arts in foreign language teaching in the educational space "school - university" provides intellectual and artistic-creative development, foreign language communicative competence, professional self-determination and personality formation.

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