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Sparkles of Prometheus: Facets of Volodymyr Skuratovskiy's creative life

The article deals with the creative life of Volodymyr Ilyich Skuratovskiy (1963-2016), the Ukrainian composer, poet, educator, pianist, Honored Artist of Ukraine, and member of the National Union of Composers of Ukraine. The article is dedicated to the artist's 60th birthday – in the context of various events on his anniversary.

The educational and pedagogical components are distinguished in the multifaceted activity of Volodymyr Ilyich Skuratovskiy. The phenomenon of the universalism of the creative personality, which became the key to effective music education and development of students of institutions of primary art education and listeners of different age categories, is studied. The main principles of the author's teaching method of V. I. Skuratovskiy are revealed, and the attention is focused on its core features: the transmission of the teacher's personality, attentiveness to students' creative expression, and their maximum tactful support.

The educational potential of V. I. Skuratovskiy's music projects is revealed, and their main pedagogical principles are analyzed. The long-term experience of the music educational project "Young Opera" and the program "Children's Philharmonic" (Dnipro) was considered along with their importance in music education of students in institutions of primary art education.

The uniqueness of the "Youth Opera" project is in making a flexible creative environment for implementing the essential pedagogical task, namely, the gradual involvement of teenagers and youth in high art, the formation of spiritual and cultural values through the best works of opera via understanding them and performance, the development of musical taste. General methodological provisions are formulated, and the crucial role of V. I. Skuratovskiy in the project is emphasized.

Special attention is paid to the methods of educating the basics of musical intelligence among the audience of the youngest age in the author's program of Volodymyr and Olha Skuratovskiy's "Children's Philharmonic". The method of concert interactive fairy tales is analysed. Moreover, options for the implementation of the idea, prospects for development and scaling of the idea are discussed. It is emphasized that V. Skuratovskiy acted in this project not only as a leader and as a performer, but also embodied the image of a composer. One of his famous works "Album for Children" is presented.

Various possible ways of further development of musicological and cultural studies of creativity and activity of V. I. Skuratovskiy are considered, in particular, the creation of the Virtual Museum of V. I. Skuratovskiy with the support of the Ukrainian Cultural Foundation.

Keywords: Volodymyr Ilyich Skuratovskiy, music education, composer, music educational project, "Children's Philharmonic", "Young Opera".

Стаття надійшла до редакції 05.09.2023 р.

Стаття розкриває методичний аспект формування гнучких навичок (soft skills) учнів у гуртках на базі закладів загальної середньої освіти та закладів позашкільної освіти.

Авторка аналізує висновки дослідників щодо ефективності застосування мистецького контенту під час вивчення іноземних мов, що сприяє формуванню компетентностей, загальному і лінгвістичному розвитку, а також впливає на формування комунікації, соціальної активності і творчого самовираження учнів. Авторка виокремлює один з ефективних підходів, який дозволяє інтегрувати вивчення іноземної мови і мистецтва – предметно-мове інтегроване навчання або CLIL (Content and Language Integrated Learning). У контексті даного підходу аналізуються підручники для вивчення англійської мови в 5-му класі, розроблені вітчизняними й іноземними авторами згідно з Державним стандартом загальної середньої освіти Нової української школи та відповідно до Модельної навчальної програми «Іноземна мова. 5–9 класи» для закладів загальної середньої освіти.

На прикладах інтегрованих завдань у курсі англійської мови для учнів 5-х класів конкретизовано форми активностей з учнями (проекти, ігри, обговорення та ін.) у груповій та парній роботі, методи і прийоми, що реалізують інтегрований підхід на гурткових заняттях англійської мови в закладах загальної середньої освіти та закладах позашкільної освіти.

Авторкою виокремлено переваги використання підходу CLIL: постійний фокус учнів на пізнанні мистецтва, міжкультурній комунікації та формуванні гнучких навичок; ефективна взаємодія учнів один з одним, сприйняття інформації та висловлення власних думок англійською, яка дозволяє вирішувати реальні комунікативні ситуації: розподілення ролей у групі, уміння аргументувати власну точку зору, творче самовираження; підвищення мотивації до вивчення англійської, сприйняття мови як інструмента для досягнення різних цілей, творче використання знань з інших навчальних дисциплін; поглиблення знань учнів з мистецтва та мистецька самореалізація в різних видах мистецької діяльності (обговорення художніх творів, музикування, створення художніх робіт, мистецькі ігри тощо).

Аналіз підручників з англійської мови для 5 класу засвідчив акцент контенту та методичного інструментарію на формуванні гнучких навичок учнів.

Ключові слова: гнучкі навички, учні, учні 5-х класів, інтеграція англійської мови і мистецтва, заклади загальної середньої освіти, заклади позашкільної освіти.

DOI [https://doi.org/10.32405/2308-8885-2023-3\(109\)-48-53](https://doi.org/10.32405/2308-8885-2023-3(109)-48-53)

УДК 373.5.091.33-027.22-027.556:811.111

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FORMATION OF STUDENTS' SOFT SKILLS BY MEANS OF INTEGRATION OF ENGLISH AND ARTS IN EXTRACURRICULAR ACTIVITIES

I ncreasing international cooperation and creating conditions for integrating Ukrainian education into the European educational space puts a foreign language in demand by the state, society, and individuals. This is due to the high importance of the English language as a means of communication, mutual understanding and interaction between people, and learning about other national cultures.

The main feature of the English language is not only a subject of study but also an essential means of communication and knowledge. The specified feature of the subject of "Foreign Language" opens up wide opportunities for connection with other subjects. Using cross-curricular connections in foreign language classes promotes an increase in interest in language learning and a deep understanding of any theme. In many respects, it is caused by the investigation of specific themes through several points of view, and a clear sense of the purpose of each subject in different contexts, since knowledge and skills are related to the real world, as well as the formation of soft skills declared in the Concept of the New Ukrainian School.

A recent study by M. Goldberg emphasizes that art offers a convenient and important channel for sharing feelings, knowledge, and experiences when learning a second language and trying to fit into a foreign culture. Integrating the English language and art promotes to development of children's creativity, critical thinking, and communication skills, and fosters cooperation and community activism [10].

According to Chi Chenkai, art can be a stimulus, facilitator, and guide to help language learners make the understanding process easy and visual. Moreover, art can stimulate students to learn creatively and think broadly. Therefore, they are more willing to express their ideas. Art makes the learning environment relaxed and improves learners' learning satisfaction [6].

Studying the problem of integration of English and Arts, U. Thulasivanthana states that using visual arts in English language classes attracts students' interests, creates a meaningful context for them, and stimulates learners to be more enthusiastic in the language

learning process. As a result, scholars and educators pay more attention to integrating the content of Arts in studying foreign languages [13].

The **purpose of the article** is to determine the aspects of integration of a foreign language and art, to analyze the 5th grade English language textbooks of New Ukrainian School; to specify practical ways of implementing integration in classes of English in institutions of secondary and out-of-school education.

One of the effective approaches that allows teachers to integrate the English language and art is Content and Language Integrated Learning (CLIL). This term was first introduced by David Marsh, a researcher in the field of multilingual education, in the process of coordinating research on the state of language education in Europe in 1994.

CLIL is a key lever in implementing some of the eight key competences for lifelong learning recommended by the European Parliament in 2006. These competencies, which combine the knowledge and soft skills necessary for life in the 21st century, include communication in the mother tongue and foreign languages; learning to learn; social and civic competences; initiative and entrepreneurship; cultural awareness, and self-expression. They are considered interdependent with an emphasis on critical thinking, creativity, and problem-solving.

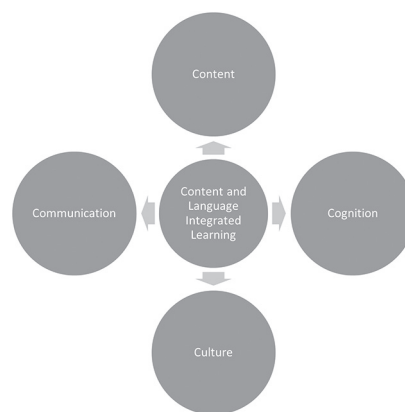


Figure 1. Four components in the framework of Content and Language Integrated Learning

The structure of Content and Language Integrated Learning, according to D. Coyle, P. Hood and D. Marsh, consists of four interrelated components (4Cs): content, communication, cognition and culture [7] (figure 1).

1) *Content* refers to knowledge that is used in a real socio-cultural context; provides a learning context that meets students' needs and interests of; supports wide integration of foreign language with other educational subjects.

2) *Communication* means the way students use a foreign language to communicate; involves language "here and now" for developing new knowledge and skills.

3) *Cognition* requires students' thinking abilities for a better understanding of the language and the subject, namely critical thinking, the ability to analyze, compare, assume, concretize, draw conclusions; the ability to present one's own ideas.

4) *Culture* (intercultural skills) includes contexts and content (history, traditions, holidays, music, language, religion, beliefs, art, etc.) that enrich students' understanding of their own culture and the culture of others; is an effective tool for studying the connections between language and cultural identity and values; strengthens intercultural understanding.

Due to the CLIL approach, teaching students in their native and foreign languages is one continuous process – learning in English (or another

foreign language) of other educational disciplines. It can be art, history, geography, biology, mathematics, chemistry, literature, etc.

The article analyzes textbooks for learning English in the 5th grade developed by the State Standard of General Secondary Education of the New Ukrainian School and under the Model Curriculum "Foreign Language. 5-9 grades" (authors V. Redko and others) for institutions of general secondary education [4].

This research focused on art as one of the resources that can be integrated into the English language. Studying art through the means of a foreign language represents an additional value in developing students' aesthetic feelings that lead them to understand masterpieces of fine art, and music, as well as activation of students' creative abilities.

However, Z. Straková has discovered that there is uncertainty among English language teachers (who are not qualified art teachers) whether they will be able to provide enough information about certain types of art and interest students in Art in general in English classes, and whether they should generally go through these topics and exercises presented in English language textbooks [12].

Therefore, in our opinion, when planning classes on the integration of the English language and Art, teachers

need to help their students understand the target vocabulary, prepare a text or video on the topic, evaluate educational resources, and identify anticipated problems and ways to solve them.

Integration with various types of art is presented in the textbook "English" (authors Mitchell H.K., Marileni Malcogianni) [2]. The textbook has a thorough communicative and action orientation, develops soft skills and competences through involving students in all types of language learning activities, and corresponds to the age-related interests and abilities of secondary school students.

While studying the topic "It's my Life!", students practice the daily routine vocabulary and use the grammatical structures of the Present Simple by the example of the text in the textbook "Tammy Turner is a Young Picasso". The teacher encourages students to look at the pictures and the title of the text and think about why it is called that. But first of all, the teacher needs to find out whether the students know who Pablo Picasso is and what his most famous paintings are. It is worth showing a short video or presentation to immerse the students into the artist's life, and then move on to reading the text about the day of the little girl as an artist, completing tasks to understand it, and doing grammar exercises.

At the end of the class, students

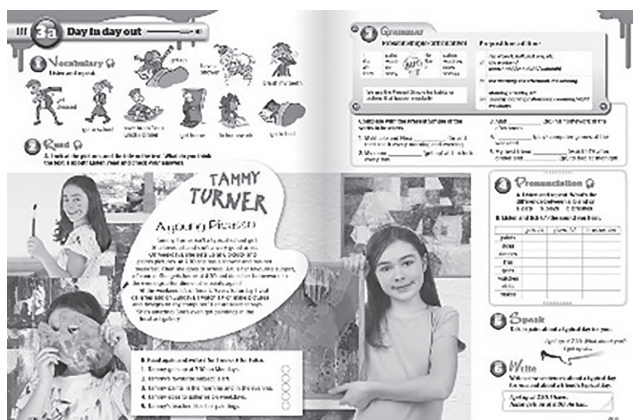


Figure 2. Studying the topic "It's my Life!" through playing the game and communicating about fine arts

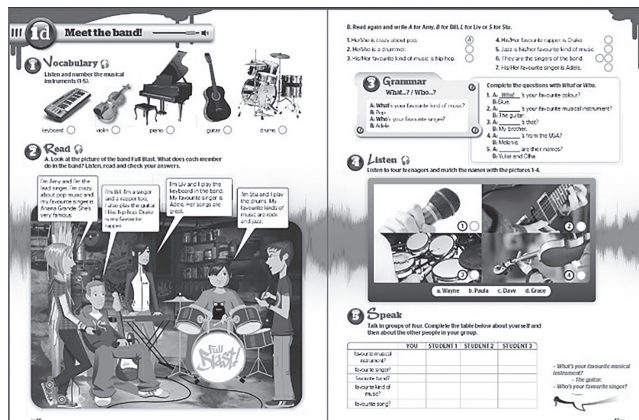


Figure 3. Studying the topic "Who are you?" in mini-groups: A creative project

play the game "Find Someone Who...". Playing this game, learners have to walk around the classroom and ask other students questions until they find all the information they need. It is also a great way to get students up and moving, talking to each other in pairs, then forming new pairs and talking again, and so on. This type of activity is called mingle activities (mingle = movement + interaction). Students ask each other questions about art using the grammar structure Present Simple (figure 2):

Do you paint?

Are you good at painting?

Do you visit art galleries?

Do you like art?

What is your favourite kind of art?

Studying the topic "Who are you?" students update their knowledge of musical instruments by listening to excerpts from works. After reading the text about the musical preferences of all members of the teen band, the teacher asks students to make a project in mini-groups about different styles of music (jazz, rock, pop music, and hip-hop) and their popular representatives from English-speaking countries and Ukraine (figure 3).

Every two topics of the textbook contain a "Culture Page" dedicated to learning interesting information about

cultures around the world (music, food, festivals, etc.). The group project "Music from Around the World" involves making a poster (figure 4). First, students read short texts about musical instruments and musical styles around the world. Then, they brainstorm a musical instrument or a kind of music from another country. Each group chooses its own musical instrument or style, students assign roles – do some research on the Internet for the necessary information, draw pictures, etc. Then students present their project, giving answers to the following questions:

Where is the musical instrument from?

Where is the kind of music from?

How old is it?

Is it easy to play this musical instrument?

Is it easy to dance to this music?

The textbook "English" for the 5th grade (author L. Broadbent) also contains material related to art, which takes into account the preferences and interests of 5th-graders – the main characters of the textbook are bloggers from different cities of the world who discuss various interesting topics and places to travel [1].

Tasks in the textbooks encourage students to ask questions, be interested in the opinions of other children, refer

to additional materials on the website that help them do some research, promote creative thinking and problem-solving while making mini-projects, and overcome difficulties to achieve success.

Each topic in the textbook contains a section "Artistic and Cultural Education" which helps students get to know the culture of different countries and master intercultural communication skills. This section always ends with the challenge "You are an Artist!". Students have to find additional information and make a poster (about festivals and artists of multicultural London), a logo (for an Irish dance club), a model (of students' own house that matches their personality), students' own clothing design or baseball cards, etc.

Students learn the topic "Meet my Family" by reading a short text about the artist Norman Rockwell and looking at his painting "Freedom from Want" (figure 5). In pairs, students describe what they like about the picture, and how it makes them feel. Next, students imagine themselves as a member of this family and describe their family to their partner. There are many parodies of this picture on the Internet, so students need to find them, and invent their parodies with photos of family and friends.

There are "CLIL Lessons" after each topic covered integration English with other subjects in the textbook "English" for 5th grade (authors I. Zadorozhna I., T. Budna, O. Datskiv) [3].

Studying the topic "My Native Town, Village" by the example of the painting "Breakfast" by the Ukrainian artist Kateryna Bilokur, students not only deepen their knowledge of still life and its main elements, but also try themselves as an artist.

The textbook contains all stages and clear instructions of the mini-project. In addition, there is a useful video of the master class, which students can watch by clicking on the QR code (figure 6).

To overcome the self-doubt as an "artist" above mentioned, English teachers should try to create the proposed still life in advance.

During the mini-project, students also practice following the sequence of instructions in English – in pairs or mini-groups, students take turns naming the

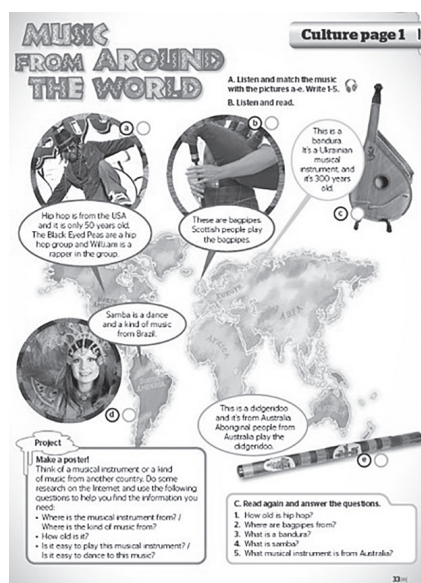


Figure 4. Making a poster in group project



Figure 5. Conversation on the artist's painting



Figure 6. The QR code of the art master class

next step of the work. For example, "Draw a tabletop on a piece of paper using a pencil", "Sponge some black paint around the tabletop", "Paint the tabletop a tint of any colour", etc.

To save time, still life objects are not drawn but cut and pasted while attention is focused on choosing the best composition.

In addition, students develop critical thinking: they mix paints and find out what colours come out of the tasks proposed in the textbook, such as

Black + any colour = shade.

Black + white = grey + any colour = tone, etc.

Students present their projects with still life using English phrases and words from the topic (figure 7).

Summarizing the topic "Travelling", students immerse themselves in the world of music, repeat the names of musical instruments, listen to dialogues, and discuss which instruments they can play or would like to learn.

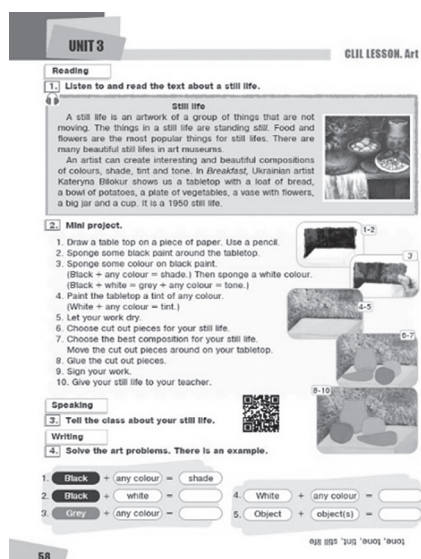


Figure 7. The sequence of making a still life with problem-solving task

Statements that can be offered for discussion – a comparison of music and language – facilitate the development of students' soft skills. Students work in pairs or groups. Students have to give 5-6 arguments to prove or disprove one of the following statements, and then present them to everyone:

"Music is a universal language"

"In language we make words, sentences, in music we make melodies"

"When we read notes, it is the same when we read the letters"

"Music helps to improve language", etc. (figure 8).

Integrating English and Art (music, visual arts) in classes helps students in pair or group work to activate lexical and grammatical structures for the presentation and discussion of the studied material; project work promotes to development of students' communicative competences, and soft skills. It is important to give students support at both the language level and subject levels (using illustrative materials or videos on relevant art topics, glossaries to the text, etc.). At the language level, the teacher should provide the target vocabulary, mind-maps as a way of organizing thematic vocabulary, tables, functional language, the beginning of sentences or questions,

sentences with fill gaps, samples or templates answers, etc.

The most common aim for integrated classes is generalizing and systematizing students' knowledge within the scope of studying the program topic. However, the choice of activities is determined by the goal and tasks of the lesson. Therefore, the integration of the content of the educational material can be used in combined classes or in classes to learn new knowledge and develop soft skills and abilities.

In the **conclusion of the article**, it is important to summarize the advantages of using CLIL approach:

1) Students' focus on art knowledge, intercultural communication and formation of soft skills.

2) Effective interaction of students with each other, perception of information and expression of one's own thoughts in English which allows solving real communicative situations: distribution of roles in a group, ability to argue one's own point of view, creative self-expression.

3) Increasing motivation to learn English, understanding language as a tool for achieving various goals, using knowledge from other educational disciplines in creative way. Students apply their knowledge "here and now", and consequently, they practice English as frequently as possible.

4) Deepening students' knowledge of art – materials in English become more useful and interesting; give students the opportunity to express themselves through creativity by project work, group work and discussion in pair, etc.

The analysis of the textbooks "English" for 5th grade has demonstrated that there is some information on art (music, visual arts). The special attention is focused on the development of students' ability to communicate in real life situations and express their thoughts with the help of dialogues and texts of various art topics that are correspond to the students' interests and preferences.

The integration of Art and English not only allows students to expand their knowledge of art but also gives them the opportunity to create their own projects,

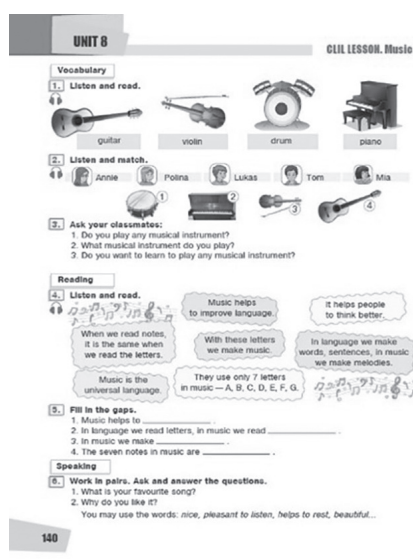


Figure 8. The tasks of discussing means of expression of the language and art

where they can speak English and feel the freedom of creative expression.

Future research could continue to develop online methods and techniques for integrating English and art in distance and blended learning.

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Formation of students' soft skills by means of integration of English and art in extracurricular activities

The article reveals the methodological aspect of the formation of students' soft skills in extracurricular activities in institutions of general secondary education and out-of-school education.

The author analyzes the scholars' assumptions regarding the effectiveness of using artistic content while learning foreign languages that promotes the formation of competences, general and linguistic development, and affects the development of students' communication skills, social activity, and creative self-expression. The author focuses on Content and Language Integrated Learning (CLIL) as one of the effective approaches that allows teachers to integrate learning foreign languages and art. In the framework of this approach, textbooks for learning English in the 5th grade developed by national and international linguists by the State Standard of General Secondary Education of the New Ukrainian School and under the Model Curriculum "Foreign Language. 5-9 grades" for institutions of general secondary education.

By the examples of integrated tasks in English for 5th graders, the author specifies the forms of activities (projects, games, discussions, etc.) in group and pair work, methods, and techniques that implement the integrated approach in English classes in institutions of general secondary education and out-of-school education.

The advantages of using the CLIL approach are considered as the following: students' permanent focus on learning art, intercultural communication, formation of soft skills; effective interaction of students with each other, perception of information and expression of one's thoughts in English for solving real communicative situations: distribution of roles in a group, ability to argue one's point of view, creative self-expression; increasing motivation to learn English, understanding language as a tool for achieving goals, using knowledge from other educational disciplines creatively; deepening of students' knowledge of art and artistic self-realization in various types of artistic activity (discussion of works of art, music making, creation of works of art, art games, etc.).

The analysis of English language textbooks for the 5th grade proved the emphasis of content and methodological tools on the formation of students' soft skills.

Keywords: soft skills, students, 5th graders, integration of English language and art, CLIL approach, institutions of general secondary education, institutions of out-of-school education.

Стаття надійшла до редакції 15.08.2023 р.

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