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USING VISUAL ARTS TO TEACH FOREIGN LANGUAGE AND DEVELOP PATRIOTISM OF STUDENTS IN UKRAINE

Вступ. Visual arts have a prominent place in language learning. Educators have long claimed that art can assist teachers with many aspects of their work. According to Th. Udhayashankar, using arts in English language teaching helps to make learning exciting and unforgettable, decrease language learning anxiety, improve classroom atmosphere, increase memory and motivation, and build rapport with learners [4, p. 52]. A war is inevitably reflected in art for art shows life in its every aspect. The war in Ukraine negatively influences learners because their desire and motivation to learn are stifled by negative feelings they experience and the danger they feel themselves in. How can language teachers incorporate visual arts in their classes for the benefit of their learners, for the development of their character using art's healing and uplifting power? In this paper we will briefly analyse art tools and resources which can be utilised in a foreign language classroom to learn a language and to develop attitudes such as patriotism. We will also suggest practical techniques of using the art posted in a Ukrainian Women Guard News Telegram channel in a tertiary English language classroom to develop language proficiency and patriotism of the prospective English teachers.

Виклад основного матеріалу. Encyclopedia Britannica defines patriotism as «commitment to a country, nation, or political community. Patriotism (love of country) and nationalism (loyalty to one's nation) are often taken to be synonymous, yet patriotism has its origins some 2,000 years prior to the rise of nationalism in the 19th century [1]. Patriotism is a dynamic concept because it is «the behavior, consciousness and understanding that we put forward in every moment of life, in every field, and in all our actions» [2, p.124]. It is also the basic condition of being a good and effective citizen. Besides facilitating mastering language aspects and communicative skills of listening, speaking, reading and writing, every work of art has a big potential for developing learners' patriotism.

Language learning accumulated a number of tools which can be used in the classroom if a teacher decides to use visual art. R. Taylor suggests using drawing programs such as Paint, Corel Draw etc to teach a foreign language for artistically inclined learners as learning how to use the program can greatly improve the

students' vocabulary while they are learning to use it. The students master the programs knowing that there is a whole world of digital art and digital artists who use these programs to create images for cartoons, animated films and book covers. He also recommends using regular art magazines to talk about the images [3]. The teacher can organize «show and tell» when students bring a piece of art in the classroom and tell others about it. This is a great speaking opportunity and a chance to learn about learners' art preferences. The students then do related research and writing assignments.

Another way to incorporate art in teaching is inviting local artists, local museums or art galleries representatives, exhibitions curators, art schools teachers, painting clubs members to come and give a guest lecture or a workshop provided that their foreign language proficiency is sufficient. Art can add another dimension to teaching English and is another way you can take advantage of local resources to support your efforts. Patriotic feelings such as pride in artistic achievements of local people and love to Ukraine as a country which nurtures artistic inclinations of its citizens are developed in the process.

The latest technological developments brought art even closer to all people, including foreign language learners. Using Google Arts and Culture platform, a learner can use their computer mouse to navigate through each museum on the screen, enter different rooms, zoom in on a specific painting or a section of the painting which would prompt an explanation of what the artist had done, listen to art descriptions. Aside from its artistic merit, it is a great teaching tool. The platform allows for students' research related to Ukrainian artists or museums thus assisting teachers in educating Ukrainian citizens.

Another tool, which has gained public acclaim lately, is an artificial intelligence program «Midjourney» created in an independent research laboratory with the same name. The program creates images from verbal descriptions using artificial intelligence. Although artists themselves do not consider these images art, they attract students' interest as a recent development. "Ukrainian Victory", imagined by Midjourney AI, is an effective resource in a foreign language classroom because it inspires patriotic feelings in our students and gives all of us strength to endure in this troubling time.

Since the beginning of the war a Telegram channel Ukrainian Women Guard regularly includes art on war by O. Drachkovska, O. Grekhov, S. Grib, Ye. Haidamaka, B. Kurkul, M. Leshak, S. Mirchuk, G. Oliyko, Yu. Osyka, N. Ponik, O. Ryzhychenko, O. Shupliak, N. Titov, A. Tiseyko, V. Vitkovska and many other artists who work in different genres, some of them creating digital art. These pieces of art became a part of Practical Course of the English Language for the fourth-year students of Faculty of Foreign Languages of Ternopil Volodymyr Hnatiuk National Pedagogical University. At the beginning they were serving as illustrative materials for effective warming up activities. The teacher selected the art piece, prepared vocabulary lists to introduce in class and a set of questions to be

answered by students. After introduction of a vocabulary list the students answered the questions individually or in pairs, described the artwork, discussed the idea of the art as a group. As the semester and the course progressed, students expressed their interest in selecting war art for discussion in class. They researched artists' biographies online, developing their reading skills in the process, introduced their chosen art for other students in class thus perfecting their presentation skills, and prepared activities for other students to do which was especially important for honing their teaching skills right before their teaching practice at schools.

A particularly memorable class episode was inspired by an art by Ye. Haidamaka with an inscription «In Ukraine we don't say, «When the war ends...». We say, «When we win...» « which initiated sharing of plans for peaceful lives after the war. The students emotionally described how they felt towards their country, the Ukrainian Armed Forces, volunteers, people who had to live Ukraine to save their own lives and the safety of their children. Their contributions clearly expressed patriotic feelings as they were speaking about defending Ukraine by word or in action, having a strong liking for and glorifying the ones who have lost their lives by fighting for their country, and memorializing the ones who have fought in order to ensure our freedom and independence.

Висновки. Research and our teaching practice convince us that art has an important place in the foreign language classroom and can be used in many different ways. It is a great resource for mastering different aspects of language, speaking, listening and writing practice. Foreign language teachers have a choice of art related tools which expands constantly due to the development of technology. Activities incorporating art are motivating for students, develop creative and critical thinking skills as well as patriotic feelings at this challenging for us all time of war. Hopefully, despite all the horror, we'll come out of this collective experience as a united patriotic society, and art will assist us in reaching this noble goal.

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