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THE ROLE OF A FOREIGN LANGUAGE IN THE DEVELOPMENT OF ART

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Abstract: *The article defines the role of a foreign language in training specialists in the field of art education. The author examines the position of foreign language as a subject within the contemporary educational landscape. The article highlights the importance of foreign languages in understanding the values of global culture, promoting aesthetic and moral education, and enhancing the culture of human relationships.*

Key words: *foreign language; art education; the specialist in the field of art education; world culture; esthetic education; moral education.*

The analysis of human history shows that a foreign language (FL) is an essential societal need, without which it cannot fully function and develop. Like a native language, FL serves several primary functions: it is a means of knowledge acquisition, a repository of national culture, a tool for communication, and a medium for expressing relationships with the world. However, there are significant differences between FL and a native language. FL facilitates not only interpersonal but also international, intergovernmental, and global communication. It enables understanding of concepts that cannot be adequately and timely comprehended in one's native language. As a custodian of another culture, FL provides invaluable service to the native language and culture by revealing another world. As an educational tool, FL is irreplaceable in fostering respect for other nations, which is crucial for the development of specialists in art education.

The main goal of FL education is to develop students' ability to use the language as a tool for communication in the dialogue of contemporary cultures and civilizations. This goal involves the interconnected communicative and sociocultural development of students through FL, preparing them for intercultural communication in various fields, including art education. Currently, students must use FL for self-education in areas of human knowledge, as a tool for personal exploration of other cultures, and to share the lifestyle and heritage of Russians, as well as Russia's contributions to global culture.

The subject matter of FL education encompasses universal, fundamental values preserved in consciousness and activity, passed down through generations. These core values evolve, are reinterpreted over time, and adapt to changes in social, economic, and cultural spheres, gaining new interpretations suitable for the tasks society faces. These



universal values ensure sociocultural unity, representing the harmony of national and international elements.

Language is a crucial means of human communication, vital for the existence and development of human society. The primary objective of FL as a subject is to equip students with the ability to communicate in the foreign language studied. This involves developing communicative competence, i.e., the ability and readiness to engage in direct (speaking, listening comprehension) and indirect communication (reading and writing in the foreign language). Achieving a minimally sufficient level of communicative competence allows students to interact with youth from other countries. FL is a significant cultural element of its speakers and a means of transmitting that culture to others. It provides direct access to the immense spiritual wealth of another people, enhancing their humanitarian education. Thus, FL plays a vital role in the professional development of specialists, shaping their personalities, and integrating them into the global community.

Studying FL involves initial linguistic education and awareness of one's thinking, understanding that there are different ways of structuring thought, and various connections between form and meaning in language phenomena. This awareness is achieved by comparing the native and foreign languages. Learning this subject contributes to developing a culture of communication, which includes listening skills, tolerance, and politeness towards communication partners. Working on FL, especially independently, fosters students' determination, perseverance in overcoming difficulties, attention to text, and cultivates thoughtful reading—a quality essential for every cultured individual.

Let us define the role of FL in the formation of a specialist's personality in the field of art education at the current stage of societal development.

As a foundational component, general cultural competencies comprise several elements, the primary one being the cognitive component. However, it is essential to note the necessity of other components as well:

1. Knowledge of cultural primary sources, including works of music, scientific and artistic literature, visual and theatrical arts, and museum exhibitions.
2. The ability to navigate information sources: selecting them to solve cognitive tasks based on specific criteria, including the reliability of the information.
3. The necessity to understand phenomena of reality encountered in everyday life and the ability to explain them to others.
4. The ability to grasp current societal issues, understand their nature and causes, and form opinions on potential solutions.
5. The ability to navigate the world of social, moral, and aesthetic values and develop a personal value system.

For a musician, their cultural competence is equally crucial. Unlike professional competencies, which can be transient, foundational competencies are lifelong assets, aiding musicians in acquiring new skills throughout their careers.

Given the global social, political, and economic changes occurring today, and the increasing importance of international relations in our country, there is a growing interest in national roots and a resurgence of national self-awareness among peoples. This



underscores the need for highly cultured professionals. Priorities are shifting, and the role of education in shaping culture is intensifying, leading to the emergence of a new "student ideal" – a cultured individual. In this context, the role of humanities, including foreign languages, in forming cultural competencies is exceptional.

To effectively aid in the formation of cultural competencies, foreign language instructors should adhere to general methodological principles, the main ones being:

- The principle of communicativeness: using language for natural communication purposes or functions.
- The principle of interconnected learning of speech activities.
- The principle of authenticity in using sources.
- The principle of intensifying the learning process.
- The principle of joint study of language and the culture of the country.

Adhering to these principles enables the development of skills and abilities that are integral to cultural competence, such as the culture of thinking, the ability to articulate thoughts, construct logical and coherent arguments, and express clear spoken language in a foreign language. It also includes the ability to learn, explain phenomena of reality and their essence, identify spiritual values, and fulfill one's social purpose. The inherent potential of the "Foreign Language" discipline helps to form a conceptual and categorical framework, develop memory and abstract thinking, and express feelings through words. Speech, as we know, is the calling card of a person.

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