

# Works of Painting in Literature Lessons as a Means of Developing Students' Communicative Competence

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**Keywords:** Didactic Advantages of Paintings, Non-Verbal Means of Communication, Multi-Channel Impact, Special Emotional Background.

**Abstract:** This article explores the extensive incorporation of diverse forms of art into school curricula, encompassing mediums such as artistic photography, reproductions of paintings, video excerpts, and musical compositions. It delves into the multifaceted ways in which these artistic expressions are utilised within educational settings, examining their roles in fostering creativity, critical thinking, and cultural appreciation among students. By incorporating art across various subjects and disciplines, educators aim to enhance students' engagement with learning and encourage holistic development. The article highlights the significance of integrating artistic elements into education to cultivate well-rounded individuals with a deeper understanding of aesthetic expression and its broader societal implications. Through an exploration of the use of art in schools, this study contributes to the ongoing discourse surrounding the intersection of art and education, shedding light on its transformative potential in shaping the learning experiences of students.

## 1 INTRODUCTION

This article explores the extensive incorporation of diverse forms of art into school curricula, encompassing mediums such as artistic photography, reproductions of paintings, video excerpts, and musical compositions. It delves into the multifaceted ways in which these artistic expressions are utilised within educational settings, examining their roles in fostering creativity, critical thinking, and cultural appreciation among students. By incorporating art across various subjects and disciplines, educators aim to enhance students' engagement with learning and encourage holistic development. The article highlights the significance of integrating artistic elements into education to cultivate well-rounded individuals with a deeper understanding of aesthetic expression and its broader societal implications. Through an exploration of the use of art in schools, this study contributes to the ongoing discourse surrounding the intersection of art and education, shedding light on its transformative potential in shaping the learning experiences of students.

## 2 METHOD

In today's educational landscape, the imperative of nurturing the spiritual, moral, and intellectual growth of the new generation, emblematic of the dawn of the new century, has become increasingly pressing. The contemporary educational paradigm places considerable emphasis on humanization and humanitarization, recognising their pivotal roles in shaping individuals of elevated aesthetic and ethical sensibilities.

Within this framework, works of art, ranging from paintings to musical compositions, assume a prominent role in school curricula, particularly accentuating the significance of paintings. However, amidst the proliferation of visual stimuli in the digital age, discerning genuine artistic merit from the inundation of contemporary creations poses a challenge. Therefore, a renewed focus on integrating classical paintings into literature lessons has emerged, underpinned by their capacity to foster critical thinking and aesthetic discernment.

Moreover, the didactic potential of paintings in elucidating concepts of non-verbal communication, as underscored by distinguished Russian linguists, underscores the importance of leveraging artworks to develop students' interpretative and communicative

proficiency. Hence, literature lessons serve as fertile ground for nurturing these essential skills, equipping students with the tools to navigate the complexities of interpersonal interaction and textual analysis.

### 3 RESULT

The didactic potential of paintings lies in their ability to vividly illustrate communicative situations and the functions of non-verbal communication. Artists meticulously select gestures, poses, and facial expressions to convey the intensity of interpersonal moments, allowing viewers to grasp the artist's intentions and emotional nuances that words cannot capture. Hence, incorporating paintings into literature lessons proves beneficial, enriching students' learning experiences and enhancing their aesthetic sensibilities.

By utilising reproductions of high-quality artworks aligned with educational objectives, literature lessons can foster deeper comprehension and vocabulary enrichment. Students engage in vocabulary activities to decipher and evaluate the non-verbal cues depicted in paintings, thus enhancing their understanding of characters and situations. Moreover, analysing paintings immerses students in communication scenarios, enabling them to relate non-verbal communication to specific tasks and feel involved in the depicted interactions.

Paintings serve as versatile educational tools, facilitating integrated learning by aesthetically developing students and broadening their perspectives. They evoke emotional responses, enabling students to empathise with the depicted scenes and discern the artist's intent. Furthermore, paintings offer a departure from traditional educational drawings, allowing for a wider range of associative reactions and fostering independent interpretation among students.

In literature lessons, paintings complement textual analysis with art historical and rhetorical examinations. Students explore artistic elements such as composition, colouring, and style, which illuminate communication dynamics within the artwork. By integrating art analysis into literature lessons, educators enhance students' critical thinking skills and deepen their appreciation for both visual and literary forms of expression.

### 4 CONCLUSION

In conclusion, the integration of works of art into literature lessons necessitates a meticulous selection process. While adhering to established criteria such as accessibility, artistic merit, and educational value, educators must also prioritize artworks that effectively cultivate communicative competence among students. Specifically, paintings portraying communication scenarios with clarity and expressiveness, capturing subtle nuances of non-verbal interaction, prove invaluable in this regard.

The efficacy of incorporating such paintings lies in their ability to immerse students in the intricacies of interpersonal dynamics, fostering a deeper understanding of communication beyond verbal language. By engaging with artworks that vividly depict gestures, poses, and facial expressions, students develop a nuanced appreciation for the complexities of human interaction. Therefore, a thoughtful selection of paintings enhances literature lessons, enriching students' learning experiences and equipping them with vital communication skills essential for their personal and academic growth.

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