

S. Sokolovska,

PhD, Associate Professor,
English Language and Communication Department,
Faculty of Romance and Germanic Philology,
Borys Grinchenko Kyiv University
s.sokolovska@kubg.edu.ua

ORCID id 0000-0002-7521-4826

USING METAPHORICAL ASSOCIATIVE IMAGES FOR IMPROVING EFFICIENCY OF ENGLISH LANGUAGE CLASSES IN HIGHER EDUCATION INSTITUTIONS

Abstract. *The relevance of using metaphorical associative images (MAI) in English language classes at higher education institutions is due to the need to ensure effective communication in the context of accomplishing communicative tasks and providing conditions for the development of students' creative potential. The aim of the article is to determine the expediency of using metaphorical associative images as a means of improving efficiency of English language classes taking into account methodological, didactic, linguistic and psychological factors. The tasks consist in the study of MAI as a universal psychological tool, highlighting some aspects concerning visual aids in teaching foreign languages in connection with the use of MAI and the development of communicative activities based on the MAI use for teaching students in English language classes at higher education institutions. There have been analyzed the results of research in the field of psychological science regarding MAI as a universal psychological tool that allows specialists to work with both emotional and cognitive spheres of the personality through the interpretation of images. MAI application is based on a metaphor, appeals to the human subconscious and is used for diagnosis, psychocorrection, psychotherapy as well as the development of a person, revealing his or her creative abilities. From the angle of foreign language teaching, visual aids are considered as one of the effective methods that contribute to the construction of speech expressions. The idea of the possibility of using MAI in foreign language teaching for the formation of students' speaking skills based on the activation of their cognitive mental processes and appeal to the flow of associations has been substantiated. Career-oriented English language activities on the topic "Digital media projects" with the use of MAI for students studying under the educational programme "Content producing of digital media projects" have been presented. The expediency of using the MAI method as a means of improving efficiency of English language classes in terms of implementation of methodological, didactic, linguistic and psychological aspects has been determined.*

Keywords: *communication; communicative activities; efficiency of English language classes; higher education institutions; metaphorical associative images (MAI); method.*

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Introduction. At the current stage of the development of Ukraine the need for specialists with a high level of foreign language mastery for international communication is increasing. Consequently, it is essential to search for new teaching technologies that will contribute to the successful mastery of foreign language communication. In institutions of higher education, it is relevant to consider the formation of such a level of mastery of foreign language communication that will allow students to use a foreign language in their professional activities and interpersonal communication. The concept of the efficiency of English language classes is directly related to the optimal implementation of the complex of methodological, didactic,

linguistic and psychological principles of teaching. Within the framework of the article, we propose to consider some methodological, didactic, linguistic and psychological aspects of using the method of metaphorical associative images (MAI) as a means of improving efficiency of classes. It is worth noting that recently this method has gained special popularity as an art therapy tool of psychologists, coaches and educators, which is used for different age categories. The relevance and reliability of the chosen method in psychology allows us to consider the possibility of its adaptation to the English language teaching system. **The aim of the article** is to determine the expediency of using metaphorical associative images as a means of improving efficiency of English language classes

taking into account methodological, didactic, linguistic and psychological factors. **The tasks** consist in the study of MAI as a universal psychological tool, highlighting some aspects concerning visual aids in teaching foreign languages in connection with the use of MAI and the development of communicative activities based on the MAI use for teaching students in English language classes at higher education institutions.

1. Metaphorical associative images as a universal psychological tool. To avoid terminological confusion, it should be noted that MAI as a psychological tool has several names, namely: metaphorical associative cards (MAC), O-cards, projective cards, therapeutic cards, etc. In the 1970s, the first deck "OH" appeared, which was created by the Canadian artist E. Raman and which was used in psychotherapeutic work (Popova H. V., Grinchenko O. M., 2018, p. 247). Later MAI were in great demand and today a large number of decks have been created, among which the most famous are Cope, Personita, Persona, Morena, Habitat, TanDoo, Bosch, Saga and others. Currently it is impossible not to notice the growing interest in MAI as a therapeutic or game method: training courses are conducted, new original decks appear, events dedicated to working with MAI are held, in particular, in Ukraine the international MAC festival "MACsimum" has gained great importance. The organizer is Nika Vernikova, the head of the Institute of Developmental Psychology "MACsimum". Specialists emphasize that MAI have a deep theoretical basis: Z. Freud's theory of free associations, his view of a person as a unity of three elements: the natural "I" (the bearer of carnal desires) — the subconscious, the rational "I" — consciousness, the moral "I" — super consciousness; and the concept of archetypes according to K. G. Jung (Popova H. V., Grinchenko O. M., 2018, p. 247). The acquired experience of psychologists allows us to state that the range of MAI use in group and individual work with children and adults is wide: in family therapy, psychodrama, gestalt, existential and art therapy, transactional analysis, psychosynthesis, in work with psychosomatic diseases, post-traumatic syndrome, problems of interpersonal relations, conflict resolution, personal growth, in business consulting, family leisure, game activities, etc. (Vernikova N., 2018). According to domestic theorists and practitioners of psychology (Blinov O. A., Borodulkina T. O., Kuzmenko T. M., Miloradova N. E., Popova H. V., Vernikova N. and others), working with MAI allows you to create an atmosphere of safety and trust, encourages people to self-discovery, to reveal their own creativity and improve relationships with others, helps to understand the psychological causes of events, find solutions for difficult situations, gain access to a holistic picture of the client's own "I", his thoughts about himself or herself and the world, realize current experiences and needs, internal processes. It is very important

that when working with visual images, a person has significantly reduced conscious censorship, which makes it easier to work with his inner subconscious conflicts. O. A. Blinov notes that MAI is a universal psychological tool that is based on a metaphor, appeals to the subconscious mind of a person and is used both for diagnosis, psychocorrection, psychotherapy and human development, revealing one's own creative abilities and coaching (Blinov O. A., 2016, p. 7). H. V. Popova and O. M. Grinchenko interpret MAI as a convenient projective method of group and individual work, which enables specialists to work simultaneously with emotional and cognitive spheres of the individual through interpretations of images that are not evaluated as correct or incorrect (Popova H. V., Grinchenko O. M., 2018, p. 247).

Studying scientific works and manuals on MAI, attending psychological consultations based on the use of MAI, training at courses on working with this method allows us to determine a general approach to the methodology of using MAI. Psychological sessions involve the interaction of the participants, during which the psychologist asks a question, and the client takes face-up or face-down images from the deck and gives his or her own associations that arise in connection with the depicted and posed question. It is also possible to describe the picture (subjects and objects, actions, emotions, plot line, etc.) and then answer the questions through a stream of associations. There is a whole set of exercises or activities of various specialists, we mostly relied on the works of Nika Vernikova (Vernikova N., 2018). Here is one of the frequently used exercises in psychological consultations called "Resource Bridge", which is performed sequentially in four stages: 1. Choose a face-up card that is related to your current state. 2. Choose a face-up card that is associated with your desired state (for points 1 and 2, we use the decks "108: Space of Infinite Options" or "Power of Time"). 3. Choose three face-down cards from the "Morena" deck that will help achieve the desired result. 4. What exactly will you do to achieve this result in reality? Take any card from the "Morena" deck. Write down the answer to the question. In the process of doing this exercise, MAI enable you to diagnose the emotional state, see the relationship of a person with any ideas and images from his external and internal reality, as well as create a safe context for finding and modelling solutions. For instance, T. M. Kuzmenko offers the "Important questions" exercise which involves a set of questions regarding the vision of an important situation, the possibilities of its solution, determination of the best option of possibilities, the best ways of implementing the solution, summarizing and reflecting on the work done. The researcher confirms the effectiveness of appealing to the imagination and associative vision of clients with the help of MAI for exploring and modelling one's own reality (Kuzmenko T. M., 2019,

p. 4). Accordingly, MAI as a psychological tool is an effective method for solving psychological problems.

2. Visual aids in teaching foreign languages and the expediency of using metaphorical associative images. Undeniable in domestic and foreign teaching theories is the statement that visual aids (illustrations, drawings, cards, photographs, diagrams, schemes, etc.) are widely used at various stages of learning as a support in the process of performing language exercises aimed at training lexical and grammatical material, text reproduction, as well as the construction of one's own speech expressions in the process of acquiring speaking skills, which is evidenced in many textbooks on foreign language teaching (Martynova R. Yu., Nikolaieva S. Yu., Redko V. H., Tarnopolskyi O. B., Vyshnevskyi O. I. and others) (Martynova R. Yu., 2004, p. 313; Tarnopolskyi O. B., 2019, p. 169; Vyshnevskyi O. I., 2011, p. 75). We can confidently say that in appearance, metaphorical associative images are similar to drawings and photographs, and therefore perform the same functions, among which we can highlight such as presenting the subject of conversation, putting students into a communicative situation, the impetus to build one's own speech expressions. Moreover, in foreign language teaching for the presentation of topics with a communicative charge, the so-called pictures with an undiscovered story are used, where people or objects, actions and their results are shown, but the further chain of events is transferred to the sphere of conjecture. For example, a boy standing by a locked apartment door and crying, or a girl walking down the street with a bouquet of flowers, etc. Such pictures prompt us to find out what preceded the episode and what will happen afterwards. O. I. Vyshnevsky emphasizes that, in actual fact, excursions into the "non-plot sphere" can be offered on the basis of various illustrations and pictures (Vyshnevsky O. I., 2011, p. 76). In our opinion, pictures with an undiscovered story testify to the similarity with metaphorical associative images in the aspect of formulating and concretizing one's own monologue expressions, making up the plot of events and their interpretation, expressing one's own thoughts, realizing communicative and creative potential.

Since the use of MAI involves students constructing their own monologue speech, we consider it appropriate to cite the results of R. Yu. Martynova in the context of the didactic model of the content of interrelated teaching of oral and written monologues developed by her. The researcher notes that in the monologue speech teaching, it is necessary to form pre-speech skills, which consist in the speaker's ability to make statements using visual and graphic aids, which are presented in such a sequence that each subsequent one implies greater and greater independence in programming and external speech building. The second type of pre-

speech monologue skill is the description of a picture based on detailed questions. It is performed in three stages: the initial reading of questions aloud and the answers to them, the answer to the same questions in written form with the aim of constructing lexically enriched statements, the second oral description of the picture, which is resulted in emotionally colored statements with their own interpretation (Martynova R. Yu., 2004, p. 313). Thus, on the one hand, the effective formation of monologue speech skills based on visual aids, on the other hand, the ability to find metaphorical images of solutions with the help of MAI, to investigate and model any processes of reality, encourage us to develop communicative activities for teaching English at higher education institutions, in which images will be used to activate students' cognitive mental processes and associations for the purpose of accomplishing communicative career-oriented tasks.

3. Communicative activities based on the use of metaphorical associative images in English classes at higher education institutions. The practical part of the article is presented in the context of the training of the students in Borys Grinchenko Kyiv University, Institute of Journalism (Specialty: 061 Journalism, Educational programme: 061.00.06 Content-producing of digital media projects, Qualification: Master of Journalism). According to the Academic Professional Programme there are certain general and professional competencies which should be acquired by students in the process of studies. The competencies underlying main strategies in teaching English are as follows: "General competence 4. The ability to apply foreign languages to popularize one's innovative work. Professional Competence 4. The ability to conduct the project innovative activity in the field of digital technologies. Professional Competence 5. The ability to clearly and unambiguously communicate one's conclusions, and knowledge and explanations that substantiate them, to specialists and non-specialists" (Masimova L. G., Shpak V. I., Kurban O. V., 2020, p.4-5).

The set of communicative activities is devoted to the topic "Digital Media Projects". J. Reyna argues that digital media assignments foster students' creativity and help them to engage in meaningful learning. The research proves they enjoy being creative, teamwork, learning the subject content, the fun factor, self-expression and learning digital media production (Reyna J., 2021, p. 19). Data analysis showed positive outcomes of the systematic implementation of digital media assignments, which empower students to become co-creators of knowledge rather than passive consumers of content (Reyna J., 2021, p. 1). Digital projects implementation includes specific stages, namely identifying goals, pitching a digital project, setting up a digital project, finding the right people, finding the right tools, doing the work, reporting and evaluation, the end of a digital project (Ottervig V. H.,

2021, p. 3). Next, we offer communicative activities for the stage of defining the goals of digital media projects. The universal deck of images "108: Space of Infinite options" (author N. Vernikova) is used to perform the suggested communicative activities. This deck of MAI is effective because it is designed for personal and spiritual growth, revealing creativity, eliminating limiting beliefs, goal setting, solving relationship problems, working with traumas, transforming negative experiences, psychosomatic illnesses, and working through professional burnout. Communication training related to defining the goals of digital media projects includes four communicative activities. Their aim is to identify or originate a sound goal for a project and develop the skills of activation of internal resources for generating ideas about how to achieve the defined goals.

Communicative activity 1. The teacher offers the students to choose several face-up images from the total set and answer the questions. The list of questions: What are you trying to achieve with your project? Why are you doing it? How will you go about achieving general and specific goals? What are you doing now, and can anything be done better? What specific aim will this particular project have?

The teacher tells students to focus their attention on the images and make notes about their associations from what they see in the picture. The next step presupposes answering the questions about setting the goals for future digital projects in connection with the chosen picture. Preparing for the answers students may jot down their ideas or some statements. In our view, metaphorical associative images are helpful for both types of students: those who are trying to originate the goal of the project and those who have already identified it. While thinking over images, the latter will be able to expand the goal, define objectives and get metaphorical prompts for implementing the established goals.

Communicative activity 2. The teacher offers to choose a few more face-down images and consider them as possible solutions to the identified goals. The listed below questions are given to emotionally weigh each of the possible goals in order to feel their importance for the student's life. The list of questions: How do I feel when I think about this goal? How will I feel if I do it? How will I feel if I don't do it? How will I feel after some time (in a day, week, month ...) if I do it? How will I feel after some time (in a day, week, month...) if I don't do it?

Communicative activity 3. The teacher offers to choose a few more face-down images and to consider them as the best way to implement the student's decision, to understand what will change in his or her life (and the world as a whole) if this goal is achieved. The list of questions: What can prevent me from achieving this goal? Should I do it now? How, by what means, in what way can I do this in the best way? Will this course of action be effective

for me? Why should I actually do this? For what (for whom) do I want to do it? How will it affect my life and the lives of other people?

Communicative activity 4. Summing up and general reflection of the completed work.

Conclusions. The conducted research and practical experience of our work have made it possible to formulate the following conclusions:

MAI method is defined as a universal psychological tool based on a metaphor, which appeals to a person's subconscious and is used both for diagnosis, psychocorrection, psychotherapy, and human development, revealing one's own creative abilities. MAI as a means of psychological support is characterized by high effectiveness and is a reliable tool in the work of specialists.

Some aspects of the similarity between visual aids traditionally used in foreign language teaching and metaphorical associative images are analyzed regarding the possibility of formulating and concretizing one's own monologue speech, making up the plot of events and their interpretation, expressing one's own thoughts, realizing communicative and creative potential. The conducted analysis has made it possible to make assumptions about the possibility and expediency of using MAI in foreign language teaching and with this tool to ensure the development of students' speaking skills based on the activation of their cognitive mental processes (imagination, attention, thinking, memory, etc.) and turning to the flow of associations to accomplish communicative tasks.

Speech activity of students, determined by visual aids in the form of MAI, is an active process of foreign language communication, in which the motive of the speech, the communicative intention of the speaker and the speech initiative are expressed. MAI method stimulates students to construct their own speech, accomplish career-oriented tasks, give individual interpretation, and in general, apply a creative approach to the performance of communicative tasks. The value of classes based on using MAI is confirmed by such aspects as the interest of modern students in MAI as a psychological and educational tool, appeal to the subconscious in search of answers, motivation of speech expressions, filling them with personal meaning, purposefulness in foreign language communication, conscious studying of training material as well as lexical and grammatical means of the language, expression of individuality in the perception of the world and professional self-realization, interaction with the teacher on the basis of trust and mutual understanding, independent choice of language means and the content of the speech, taking into account the age and intellectual capabilities of students, the spontaneous, creative and communicative nature of speech-thinking activity, etc. Thus, the use of MAI method in English language classes at higher education institutions contributes to the improvement of the efficiency of classes in terms

of the implementation of the above-mentioned methodological, didactic, linguistic and psychological aspects.

The subject of the further research may be the development and testing of the set

of communicative activities based on the use of metaphorical associative images under the studied topics with consideration of the specifics of the students' specialty and academic professional programme.

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Соколовська С.

ВИКОРИСТАННЯ МЕТОДУ МЕТАФОРИЧНИХ АСОЦІАТИВНИХ ЗОБРАЖЕНЬ ЯК ЗАСОБУ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ ЗАНЯТЬ АНГЛІЙСЬКОЇ МОВИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. Актуальність використання метафоричних асоціативних зображень (МАЗ) на заняттях англійської мови у закладах вищої освіти обумовлена необхідністю забезпечення ефективного спілкування в контексті розв'язання комунікативних завдань і створення умов для розвитку творчого потенціалу студентів. Мета статті – визначити доцільність використання метафоричних асоціативних зображень як засобу підвищення ефективності занять англійської мови з урахуванням методичних, дидактичних, лінгвістичних і психологічних факторів. Завдання полягають у дослідженні МАЗ як універсального психологічного інструменту, висвітленні деяких аспектів використання зорової наочності у навчанні іноземних мов у зв'язку з застосуванням МАЗ і розробленні комунікативних вправ з використанням МАЗ для навчання студентів на заняттях англійської мови у закладах вищої освіти. Проаналізовано результати дослідження у галузі психологічної науки про метафоричні асоціативні

зображення як універсальний психологічний інструмент, що дозволяє працювати і з емоційними, і з когнітивними сферами особистості шляхом інтерпретації зображень, базується на метафорі, апелює до підсвідомості людини і використовується як для діагностики, психокорекції, психотерапії, так і розвитку людини, розкриття її творчих здібностей. Під кутом зору методики навчання іноземної мови розглянуто зорове унаочнення як один з ефективних способів, що сприяє побудові мовленнєвих висловлювань. Обґрунтовано ідею про можливість використання МАЗ у навчанні іноземної мови для формування мовленнєвих умінь студентів на основі активізації їхніх пізнавальних психічних процесів і звернення до потоку асоціацій. Представлено англomовні вправи професійно-орієнтованого спрямування на тему "Цифрові медіапроекти" з використанням МАЗ для студентів, які навчаються за освітньою програмою "Контент-продюсування цифрових медіапроектів". Визначено доцільність використання методу МАЗ як засобу підвищення ефективності занять англійської мови з погляду реалізації методичних, дидактичних, лінгвістичних і психологічних аспектів.

Ключові слова: ефективність занять англійської мови; заклади вищої освіти; комунікативні вправи; метафоричні асоціативні зображення (МАЗ); метод; спілкування.

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