

The professionally oriented English communicative competence contents formation in monologue presentation of future designers: subjective aspect

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Abstract. The article is devoted to the analysis of the problem of the professionally oriented teaching of foreign languages maintenance at the faculties of non-linguistic higher educational institutions, in particular the future designers. The feasibility and effectiveness of forming future professionally oriented speech competence in monologue utterance is grounded. It is described the subjective aspect of the content of professionally oriented English language training for the future designers, the components of which are spheres, topics and situations of communication, communicative intentions, professional and social roles, speech and language material, sociocultural and professional knowledge and strategies. It is proved these components form a communicative aspect or a minimum of the content of teaching English for business communication.

Keywords: *the content of training, non-linguistic higher educational institutions, the subjective aspect, professionally oriented teaching, future designers.*

Introduction. The new realities of the world – globalization and integration have directly touched the modern Ukrainian designer. The competitiveness of the Ukrainian designer largely depends on his professional training. In this connection the further improvement of the content of learning foreign language communication in the chosen specialty of future specialists of higher educational institutions of non-linguistic specialties becomes increasingly important. Despite numerous studies, designed with the Ukrainian educational development and dynamic changing world the content of English learning of non-linguistic university students, including future designers, is still being actual.

A brief review of publications on the subject. At present, the theoretical basis for updating the content of language education is developed: the essence and components structure of the content of teaching foreign languages (S. Arkhangelskiy, U. Babanskiy, O. Bigich, I. Bim, A. Klymentenko, V. Krayevskiy, B. Lapidus, I. Lerner, R. Martynova, S. Nikolayeva, E. Passov, V. Onyshchuk, V. Palamarchuk, V. Plakhotnik, O. Savchenko, M. Skatkin, G. Rogova, O. Tarnopolskiy); the sociocultural component (A. Berdichevskiy, L. Golovanchuk, V. Safonova, N. Sklyarenko, G. Neuner); linguistic and ethnographic aspect (E. Vereshchagin, V. Kostomarov, G. Tomahin, R. Grishkova); linguistic-cultural concept (N. Galskova, S. Ter-Minasova, R. Minyar-Byeloruchev, A. Shchukin) and others.

The content of professionally oriented monologue utterance training in non-linguistic higher education institutions is presented in dissertation works by L. V. Bondar (students of technical specialties)[3]; Y. O. Dyachkova (future lawyers) [6]; N. K. Lyamzina (future economists) [8]; O. V. Moskaluk (future political scientists) [10]; O. V. Popel (future engineers) [11].

Modern research on the methodology of teaching foreign languages and cultures partly solves the issue of the content of professionally oriented learning monologue utterance. But the issue of the content of the professionally oriented learning of foreign languages of modern designer (computer technology designer, designer of modern interior and landscape, designer of the modern image of the planet inhabitant) is open up to this day.

The goal of the article is to explore the subjective aspect of English learning content of monologue presenta-

tion of the future designers. As we see our **task** is to determine the components of the subjective aspect of the learning content of English monologue presentation of the future designers.

The **object** of our study is to form the competence in English professional oriented monologue utterance of the future designers. The **subject** of our research is the methodology of monologue presentation training by the 3 – 4 courses students (English of professional direction).

Materials and methods. Despite the different perspectives of scientists on the component composition of the foreign language learning content, researchers of the problem are common to allocate in its set of two aspects: subjective and procedure. According to developed methodology the first aspect belongs to knowledge of academic, scientific, sociocultural and professional character, and the second is the actual skills and abilities to perform their knowledge.

We chose the content of the study, taking into account two principles: 1) the necessity and adequacy of the content for the purpose of learning accepting and 2) the availability of content for its mastering by students [1, p.13]. The choice of the content of professionally oriented foreign language teaching requires the preliminary selection of subjects and communication situations, within which the communicative competence will be formed [14, p.42].

Thus, the first component of subjective content aspect are areas, (sub)themes, situations of communication. There are the following themes for the future designers: Fashion Industry, Principles and elements of design, Costume design, Set design, Scenic design, Makeup artists, Interior design, Floral design, Modern Hairdressing design, Graphic design, Web design, Photo and Video design, Corporate Identity design. We offer the following training situations: negotiations and fashion performances; brands application and presentation; company innovations discussion on using elements in layouts, on pages of magazines, newspapers and websites; making monologue presentation on goods and services development; making presentation and conducting theatrical makeup, cinematography, special effects classes; making monologue presentation and discussion on costume plot / sketches: style, silhouette, textures, accessories; making presentation on trade marks.

The communicative role as a social dominant is associated with the category of social status, therefore, the term “social role” is sometimes used to designate it. Social / communicative roles play an essential role in communication, so as they determine the way how to use communication tools and their choices. When investigating communicative roles, one must take into account the fact that there is a two-way relationship between role and status: on the one hand, social status to some extent predetermines the role relationships of communicants; on the other – on the basis of communicative roles one can determine the social status of communicants [7].

G. E. Markosyan insists on two functions of each role: social and communicative. The social role consists of permanent social features. The rules of communicative behavior of a person in accordance with its social role are approved by a society, in which the speaker carries out communicative activities. The communicative role consists of variable situational features. This is a typical position in the communicative process that a speaker takes to achieve a certain goal. The social and communicative roles can coincide and do not coincide. This is depended on the intentions of the communicants [9].

So, as another component of subjective content aspect we define the professional and social roles: – chief-designer – owner of fashion houses, design workshops or factories for mass producing clothes; – a person, who carries out the general management of the company; – a person with authority to promote goods and services; – ideological creator and moderator of innovations; – entrusted for organization and holding fashion shows, etc.

The next component of professionally oriented monologue utterance training of students-designers is distinguished as language and speech material, which N. D. Galskova and N. I. Gez are referred to the subjective aspect of the content of learning [5, p.70] and O. M. Solovova – to the linguistic component of the training content [13, p.70]. The vocabulary, grammatical and phonetic material that we defined as the result of the analysis of designers’ monologues and presentations, as the most characteristic of their professional monologue utterance, is the constituent of the content of professionally oriented monologue utterance of design students.

English presentation for design students has its own linguistic features, which define the language material: 1) situational; 2) the use of linguistic clichés; 3) specific phrases; 4) the use of elicit; 5) stylistic differentiation; 6) emotionally colored vocabulary; 7) ambiguous words; 8) connectors.

The study of the specifics of the foreign language communication from the standpoint of the communicative approach to the teaching of the foreign languages involves the allocation of communicative intentions / intentions of the speakers, so as they perform the text-forming function and are necessary for the detection of the laws of constructing statements [2; 4; 12, p.81]. Communicative intentions are allocated by many scholars in accordance with speech acts and are often transmitted in the form of spoken formulas. Thus, during the training of professionally oriented monologue utterance the main thing is the formation of communicative skills that ensure the culture of business broadcasting as the bases for the targeted interaction of communication participants with the choice

of appropriate means of the foreign language communication.

The theme is the next component of the content of learning the foreign languages of future designers, which is understood as reflected section of reality in our consciousness. In the methodology as the topic, they define the probable collapsed text, which is presented in the form of a short thesis and which in the process of speaking is subjected to deployment. Undoubtedly, subjects in the teaching of foreign languages should be problematic. The problem is the nature of the problematic situation. The problematic situation is the unity of speech and infancy learning conditions that motivate future professionals to act in professionally oriented situations, whose purpose is to form a secondary linguistic personality. Twenty years of my English language teaching shows that the language problem situations cause students’ meaningful speech reaction and their interest in learning of the foreign languages. At the lessons of the foreign language of contemporary significance, it becomes a problem that may be related to the content of the text or the speech action. At the English lessons for future designers we are increasingly engaging in problem-solving tasks related to the language and infancy of professional activities. For example: “ Make a presentation of the Fashion House seasonal collection or make a presentation on Floral design business / web design firm services, etc.”

Text is decided as the next component of the subjective aspect of the content of the foreign languages teaching. We consider the text as a holistic object, which is a poly-functional phenomenon. At the foreign languages training of future designers in the text selection we proceed from the communicatively significant situations of professional communication.

The practice and results of special investigations suggest that attempts to solve the problem of improving the specialists training only due to the introduction educational technology in the pedagogical process are not productive, unless the general trends in the development of education at the macro level are taken into account. At the moment, the approaches related to the processing of textual information are not highlighted; the classification of texts forming professional competence and their differentiated features are not presented; their style, sub-genre and genre belongings are not defined, methods of analysis of the semantic structure of the text in order to obtain their secondary variants, patterns of construction and organization of secondary texts are not defined; the concept of a text-centric approach as a pedagogical model of mastering a foreign language in the process of training the specialists is not created.

From a practical point of view, the importance of studying the problem of the text-centric approach in education space is explicated due to the fact of the level of training of a particular the specialists. The most obvious are all the disadvantages of the functioning of the degree of education, inconsistency of its subsystems, disproportions between the requirements of society and the demands of the individual. Creation of a pedagogical system of the foreign languages teaching on the basis of a text-centric approach will significantly improve the efficiency of vocational training of a specialist, namely: to provide a higher level of knowledge and skills, their range and

breadth, the ability to use knowledge in non-standard situations, rapid adaptation to changes in technology, organization and the working conditions of his professional activities. Modern teaching methods of the foreign languages consider the categories, characteristics and areas of the functioning of the text as a means of learning. The content-functional features of texts are used in the training of specialists and the basis of pedagogical technology for the development of the foreign language in higher education institutions.

In our developed methodology we form the following distinctive features of the text: 1) the authenticity; 2) clearly identified addresser; 3) description of the same denotation with combination of verbal and non-verbal means; 4) widespread use of semantic lexical units groups; 5) connectors for text coherence and continuum.

One more component of the subjective aspect is the education and communicative strategies. For the acquisition of the foreign language discourse by future designers, we adopt the following typology of the strategies: 1) strategies for modifying foreign professional discourse; 2) metacognitive strategies, and 3) rhetorical strategies. The first strategies are aimed at extracting information from the texts of the design sphere and reproduction of new information. Metacognitive strategies (2) are aimed to managing the generation of design discourse, suggest planning, coordination, organization and evaluation of the effectiveness of the created speech work. And rhetorical strategies (3) provide the ability of future designers to influence clients in the course of generating the foreign language discourse in situations of professional intercultural communication.

To sum it up, future designers have deliberately use education and communicative strategies. There are: 1) mental connections creating strategy; 2) deduction strategy; 3) inference strategy; 4) contrastive analysis strategy; 5) encoding information strategy; 6) collapse / expand statements strategy; 7) presentation building strategy, etc.

The possessing with education and communicative strategies means the future designers' ability to organize themselves and to elaborate their personal education activity on professional oriented English language competence formation.

And the last component is the linguistic and sociocultural material and social situations. The mutual understanding with consumers of design services related to

different cultures implies the presence of linguistic and sociocultural knowledge, ability and readiness to understand the mentality of the another culture and their national peculiarities, the possession of a system of values of representatives of another culture and a system of values of one's own culture. So, forming and creating a speech product of professional oriented monologue utterance – a monologue presentation, the future designer "plays" the professional situations related to the activities and hierarchy of the Fashion Industry, Fashion House or Design Studio; with the creation of the competitive product or service; with the organization and holding of shows, fairs, presentations; negotiating with partners and maintaining a flexible customer policy. Modeling the situations of professional spheres should be based on the specificity of the mentality of other cultural business partners, such as ways of expression, attitude to knowledge, law, specificity of perception, etiquette, existing social roles, settings, expectations, values, idols, habits, stereotypes and etc.

Results and discussion. We believe that the learning skills as a result of the forming process of the future designer professional oriented English language competence in monologue utterance should be universal. Their versatility consists in qualitative realization of corresponding mental actions by the future designers, necessary for successful functioning of any foreign language problem communication software. It means the independent use of various methods of cognition, search and fixation of information, independent semantics of linguistic means, work with reference literature and literature on specialty, the implementation of skills to study throughout life. We also distinguish educational skills and strategic skills. A special role is addressed to topics of authentic material on specialty, corresponding problem software situations of communication, genre and stylistic features of texts, etc.

Conclusion. The components of the subjective content aspect include areas and situations of communication, communicative intentions, professional and social roles, cultural knowledge and learning strategies. All the elements form the communicative aspect or at least English learning monologue presentation content of the future designers. **Prospects for further study** we see in developing the methodology and model of professional oriented monologue presentation training of the design students.

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Аннотация. Содержание формирования профессионально ориентированной англоязычной компетентности в монологе-презентации будущих дизайнеров: предметный аспект

И. А. Корнеева

Аннотация. Статья посвящена анализу проблемы содержания профессионально ориентированного обучения иностранных языков на факультетах лингвистических высших учебных заведений, в частности будущих дизайнеров. Обосновываются целесообразность и эффективность формирования у будущих дизайнеров профессионально ориентированной речевой компетентности в монологической речи. Охарактеризован предметный аспект содержания обучения английскому языку будущих дизайнеров, компонентами которого являются сферы, темы и ситуации общения, коммуникативные намерения, профессиональные и социальные роли, речевой и языковой материал, социокультурные и профессиональные знания и стратегии. Доказано, что эти компоненты формируют коммуникативный аспект или минимум содержания обучения английскому языку для делового общения.

Ключевые слова: содержание обучения, лингвистические высшие учебные заведения, предметный аспект, профессионально ориентированное обучение, будущие дизайнеры.

Анотація. Зміст формування професійно орієнтованої англomовної компетентності у монолозі-презентації майбутніх дизайнерів

І. О. Корнєєва

Анотація. Стаття присвячена аналізу проблеми змісту професійно орієнтованого навчання іноземних мов на факультетах лінгвістичних ВНЗ, зокрема майбутніх дизайнерів. Обґрунтовуються доцільність і ефективність формування у майбутніх дизайнерів професійно орієнтованої мовленнєвої компетентності в монологічному мовленні. Охарактеризовано предметний аспект змісту навчання англійської мови майбутніх дизайнерів, складниками якого є сфери, теми і ситуації спілкування, комунікативні наміри, професійні й соціальні ролі, мовний і мовленнєвий матеріал, соціoкультурні і професійні знання і стратегії. Доведено, що ці складники формують комунікативний аспект чи мінімум змісту навчання англійської мови для ділового спілкування.

Ключові слова: зміст навчання, лінгвістичний вищий навчальний заклад, предметний аспект, професійно орієнтоване навчання, майбутні дизайнери.