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Methodic of professionally-oriented English-language competence formation in monologue-presentation of future designers

Методика формування професійно орієнтованої англомовної компетентності у монолозі-презентації майбутніх дизайнерів

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Abstract

This paper offers the methodic of professionally-oriented English-language competence formation (POELCF) in monologue-presentation (MP) of future designers (FD). The relevance of the research is determined by social order of society to train professionals capable for professional foreign-language communication; the contradiction between the specified program documents requirements and current state of English-language learning in Ukraine; the need of future designers to have professionally-oriented English-language-monologue for effective foreign-language communication. The purpose of the study is to substantiate the developed and experimentally tested methodic. We can outline the results of the present study: the peculiarities of the POELCF are defined, which are founded the base of the corresponding Methodology; the author's system of exercises for learning the monologue-presentation-report, monologue-presentation-advertising; the definition of monologue-presentation is proposed as the target type of monologue utterance of future designers; linguistic analysis of the "monologue-presentation" discourse was conducted; checking experiment results are submitted. We make a conclusion: monologue-presentation is the most demanded and convenient target type of monologue broadcasting of future designers, who are capable to rebuild our Motherland after the War

Анотація

У роботі запропоновано методику формування професійно орієнтованої англомовної компетентності (ПОАК) у монолозі-презентації (МП) майбутніх дизайнерів (МД). Актуальність дослідження зумовлена соціальним замовленням суспільства на підготовку фахівців здатних до професійного іншомовного спілкування; протиріччям між вимогами зазначеними програмними документами і сучасним станом навчання англійської мови в Україні; потребою майбутніх дизайнерів у професійно орієнтованому монологічному мовленні для ефективного іншомовного спілкування. Мета дослідження – обґрунтувати розроблену та експериментально перевірену методику. Окреслено результати цього дослідження: визначено особливості професійно орієнтованого монологу-презентації, які покладено в основу відповідної методики; авторська система вправ для вивчення монологу-презентації-доповіді, монологу-презентації-реклами; запропоновано визначення «монологу-презентації» як цільового типу монологічного висловлювання майбутніх дизайнерів; проведено лінгвістичний аналіз дискурсу монолога-презентації; надані результати перевірки експерименту. З вище зазначеного ми дійшли висновку: монолог-презентація є найбільш затребуваним і зручним цільовим видом монологічного мовлення майбутніх

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against Russian invaders and consolidate all European community.

Keywords: English-language competence in monologue-presentation, future designers, non-linguistic higher educational institutions, professionally-oriented learning of foreign languages, system of exercises.

Introduction

This article dwells on applying the methodic of professionally-oriented English-language competence formation in the process of development of educational resources for study of foreign languages. This needs to the demands of scientific and technological development, social transformations, humanitarian and integration processes, globalization of the World. This is dictated by the necessity to study foreign achievements in the specialty and exchange of experience with foreign colleagues, conducting research on this problem.

In modern conditions, the expansion and deepening of English-language competence require the improvement of existing and creation of new methods of *forming professionally-oriented competence* of future designers on the basis of the principle of monologue speech.

This involves the using of modern computer-communication technologies such as *presentation* in an English-speaking environment.

Kyiv National University of Technologies and Design educates *future designers* on many directions. There are the following themes for the future designers: Fashion Industry, Principles and elements of design, Costume Design, Set Design, Scenic Design, Makeup Art, Interior Design, Floral Design, Modern Hairdressing Design, Graphic Design, Web Design, Photo and Video Design, Corporate Identity Design. So, we consider that our proposed methodic on monologue-presentation is absolute relevant for future designers. At our classes we train brand application, company innovations discussion on using design elements in layouts, on pages of newspapers and magazines, websites; make monologue-presentation on goods and services development; make negotiations and fashion performances; make monologue-presentation and discussion on costume plot / sketches: style, silhouette, accessories, textures; make presentation on conducting theatrical makeup, cinema photography, trademarks.

дизайнерів, які здатні відбудувати нашу Батьківщину після війни з російськими загарбниками та консолідувати всю європейську спільноту.

Ключові слова: англомовна компетентність в монологізі-презентації, майбутні дизайнери, нелінгвістичні вищі навчальні заклади, професійно орієнтоване навчання іноземними мовами, система вправ.

The professionally-oriented training of foreign languages of future designers at Higher Educational Institutions of Ukraine is implemented on the 3-d and 4-th years of their studying. It is the period, when the Deans of the Design Departments do not face the problem of expulsion of the students because of students' professional self-determination and readiness for independent activity in chosen specialty. This period of students' study is determined with passing the creative practices in fashion houses, art studios, workshops. This time we see, future designers are well-motivated and professional interested. It affects the satisfaction of the profession and the success of learning of future designers. Through practice they acquire professional and social roles: – Chief designer – *owner* of design workshops, fashion house, factories for clothes mass production; – *a person with authority* to promote goods and services; – a person, who carries out the general *management* of the company; – *moderator* of innovations and *ideas creator*; – *entrusted for holding fashion shows*, etc.

We consider that designers' unique psychological "architecture", intelligence and mental experience must be connected with the talent of *monologue-presentation*.

The leading receptor perception of the designers is their seeing. The clothes designers can distinguish 30 – 40 shades of black, while ordinal people are usually able to distinguish only 2 – 3 shades. But we believe, future designers must be also accurate with their speech.

Once it happened that well-known English writer Mark Twain couldn't learn his speech. It was a problem when he started it or continued. Then he made pictures to take connections to the passages of his speech. And after that he made a triumph: his speech indeed was successful. That fact tells us that Mark Twain, as all creative persons, had a visually-shaped type memory. Seeing is believing! The same we mean for designers.

Visually-shaped memory (examining of paintings, exhibitions, preparation of presentations) practically is the characteristic of the designers.

In addition, reports on students' scientific conferences, the current lectures, round tables, if they are not accompanied by presentations, are understood too complicated and received without interest. It proves: future specialists have become more visually-oriented. To sum it up, we believe monologue-presentation of future designers becomes the leading challenge in their studying of foreign languages.

Therefore, the key to the effective and successful formation of professionally-oriented foreign-language communicative competence is training of professionally-oriented monologue-presentation.

The relevance of the research is defined by a number of factors: * the social order of society to train professionals capable for professional communication in a foreign language; * the contradiction between the requirements specified in the program documents for the English-language training of future designers, and the current state of English-language training in non-linguistic higher education institutions; * the demands of future designers to master professionally-oriented foreign-language monologue-speech for effective professional communication and insufficient development of problem in scientific, methodological and practical plans (Nikolaeva, 2003, 2013; Bakaeva, Borisenko & Zuyenok, 2005; Bigych, 2013, Law of Ukraine № 1556, 2022).

The purpose of the article is to ground the methodic of monologue-presentation training of future designers. This practice-oriented methodic accounts for the novelty of the present research. It was hypothesized that the development of foreign-language learning materials based on proposed methodic is the most efficient and convenient way to master foreign-languages communicative competence, and also intercultural communication competence.

Theoretical Framework

It is obvious, modern humanity faces many problems of existence: lack of food and the threat of famine in Africa, India, Pakistan; modern territorial wars and their terrible consequences, when people lose homes, dreams for the future and every day wake up without heat, water and electricity. And at such time personal

development, motivation, self-education, psychology, public speaking, career development, successful investment presentation are the most relevant topics for humanity.

It is precisely in such a difficult time, Ukrainians watch lectures by the best speakers between black-outs: Michelle Obama, Elizabeth Gilbert, Dan Ariely, Adam Grant. The purpose of their speeches is "get inspired, share, create and consume consciously!" These authors share the techniques of a successful speech: how to formulate the content and effectively convey your opinion to the audience.

Some people are such good speakers that their words leave a deep impression on our consciousness. Listening to them, we feel ourselves inspired and confident to take on the challenges that the life throws at us.

Such people bring positive energy and good moods into our lives. It's no wonder, then, that such talent is coveted all over the world.

The best highly-paid motivational speakers in the world (Tommy Robbins, Cary Vaynerchuk, Grant Cardone, Arnold Schwarzenegger, Deepak Chopra, Nick Vujicic, Robin Sharma, Brian Tracy, Les Brown, Zig Ziegler) evoke us with optimistic feelings such as happiness, hope and joy. It helps to increase productivity, commitment, enthusiasm and determination to succeed. That is why, the art of oratory, a successful business presentation is considered the target tasks of modern reality, a challenge of the life.

Modern design is aimed at meeting the maximum number of needs of the most diverse categories of consumers: from a bottle of perfume and the convenience of baby diapers to formidable aircraft and armored vehicles. The severity of economic indicators is compensated by the specialist's imagination, his knowledge and creativity, which are based on artistic-graphic, engineering-design and intellectual-communicative abilities.

In Ukraine, the system of higher education is being updated, aimed at entering the world educational space. The context of this process consists of plural-lingual and intercultural approaches focused on the student (Law of Ukraine № 1556, 2022).

Currently, the teaching of foreign languages in domestic non-linguistic institutions of higher education is oriented towards professional goals – LSP (Language for Special / Specific Purposes). This is the way to professionally oriented training

of specialists of various specialties in foreign languages, in particular foreign language monologue speech (Dyachkova, 2012; Bondar, 2012; Avsyukevich, 2009; Drab, 2010).

The research of modern scientists undoubtedly enriches the methodology of teaching business professional speech, in particular, they contribute to the development of the ability to inform interlocutors and convince them to support the ideas presented in speeches (Popel, 2018; Lyamzina, 2018; Dyachkova, 2012).

In this work, we consider monologue-presentation as a key type of professionally-oriented monologue speech of future designers. We define the competence in monologue speech of designers as the ability to implement communication in a monologue form, in particular in the professional sphere to solve the following communicative tasks: * to convince the partner / client in solving the target task; * provide evidence for and against any facts / actions / figures / results; * set the listener / audience to action.

According to the professional qualification requirements, the foreign-language monologue-presentation training for students is vectored to their preparation for writing and oral communication while conducting business negotiations with partners from other countries; public representation of the interests of Ukrainian companies or clients in international issues; implementation of legal support for the economic, political or civil international activities and development programs (Bilotserkovets et al., 2022).

It is vital for the instructor of successful presentation training to sustainably meet the individual needs of the learner and continually improve own professional, linguistic and computer competence in order to provide quality teaching (Sosas, 2021).

Methods

The following research methods were used to conduct our study: *theoretical* – theoretical analysis of scientific literature, textbooks, curricula, manuals, websites, professional journals and other sources of information on methodic of learning foreign languages, psychology, neurophysiology, psycholinguistics and pedagogy on the research topic; the analysis of language features of discourse of designers for selection of educational materials and conclusion of exercises complexes was carried out; *empirical* – scientific observation of the course of POEL-

monologue speech in order to determinate an effective version of the methodic; *experimental-statistical* – statistical processing of experimental data in order to confirm the effectiveness of the proposed training methodic.

Results

Monologue-presentation as a type of foreign-language monologue speech is considered to be a means of overcoming the language barrier, the development of correctness and flow of speech, studying to form a coherent text.

The term “presentation” comes from English and is interpreted as the process of acquainting students with a topic. These is, as usual, a demonstration, lecture / speech to inform / persuade someone. The presentation contains three components: the speaker’s speech, slides, handouts.

In Industrial Design presentation is one of the most important and crucial stages of production cycle, which covers the following cycles: 1) brief – the definition of the purpose of design; 2) analytics – analysis of certain goals; 3) research – study of similar design solutions; 4) specification – a description of the necessary costs for the implementation of design solutions; 5) design solutions – conceptualization and technical description of the implementation of a particular design solution; 6) presentation – design presentation.

To define the essence of the term “presentation” in design, we will dwell on the content of the “design”. “Design” is a creative method, process and result of artistic and technical manufacture of products, creation objects and environment for utilitarian and aesthetic needs of a man.

Etymology of design was researched by O. M. Yaremchuk. The word “project” appeared before “design”. It comes from Latin and meant “to throw something forward”. From the beginning it meant “plan, drawing, scheme, sketch of something”. To express the concept of “the process of creating a project” the Italian master Scver used the word “design” in the 17-th century. Philosopher Heidegger defined “design” as “the ability to be in the World” (Yaremchuk, 2012).

Based on a number of researchers, we have identified a monologue-presentation of future designers as *an accurate prepared subject speech of the specialist aimed to inform, persuade, strength partner and to motivate him / audience*

for signing contract, preparing shows, fair, exhibition; conducting flexible business policy; promoting the service / product on the World Market) with the addition of non-verbal means of communication and with the help of Internet technologies.

We share the opinion of O. I. Nazarenko that presentation is a report that contains information about the state of the process in the observed field, with a clear formulation of the topic, an overview of the situation (Nazarenko, 2009).

Due to this we consider monologue-presentation-report and monologue-presentation-advertising to be the relevant types of monologue-presentations for future designers. The difference between them is in the speaker's intention. The first type is intended to describe the manufacturing process, resources, effectiveness. The second one describes the quality, advantages of the product and the ways of its promotion in the market.

In our research we clarify the linguistic features of English presentation for designers: 1) situational language material; 2) specific phrases; 3) using of linguistic clichés; 4) elipticity; 5) emotionally colored vocabulary; 6) stylistic differentiation; 7) ambiguous words; 8) connectors of super-phrases links.

Future designers have deliberately use education and communicative strategies. They are the following: 1) mental connections creating strategy; 2) deduction strategy; 3) constructive analysis strategy; 4) inference strategy; 5) collapse / expand statements strategy; 6) encoding information strategy; 7) presentation building strategy, etc.

The author's system of exercises for learning of professionally-oriented monologue-presentation-report and monologue-presentation-advertising is offered. The tasks of each stage of monologue-presentation, the group of exercises, their types are outlined.

Within the framework of our research the technique of training of future designers covers six stages: 1) acquisition by students of declarative knowledge about the monologue-presentation; 2) acquisition by students of procedural knowledge about the algorithm of producing a monologue-presentation, processing of texts-samples of presentation, conducting logical-structural analysis of the components of the monologue-presentation; 3) preparation of the monologue-presentation text based on its functional scheme; 4) independent preparation of

the presentation by the students on the contents of the monologue; 5) independent students' preparation of the monologue-presentation without the sample; 6) mutual evaluation and students' discussion of the monologue-presentation and its evaluation by the tutor.

At the 1-st and 2-nd stages of monologue-presentation learning, we consider to use the following groups of exercises: gr. 1.1: exercises to improve skills of correct use of phonetic phenomena, operating with the most commonly used intonation models; gr. 1.2: exercises for the skills formation on operating with speech formulas, lexis necessary for further presentation; gr. 1.3: exercises to improve the skills of operating the most commonly used grammar structures inherent to monologue-presentation; gr. 2.1: exercises to develop skills on logical construction of the monologue-presentation; gr. 2.2: exercises to develop skills of understanding and using super-phrase communication; gr. 3.1: exercises to develop the ability to express their options about what is heard / read / seen; make out the facts / arguments / examples according to the problem; use logical structure of the monologue-presentation texts.

In the developed author's methodic at these stages we use non-communicative, receptive-reproductive, conditionally-communicative exercises, fully controlled, with specially created supports, without using of business games, individual / frontal, oral exercises.

The purpose of the 3-d and 4-th stages is the activation of speech and speech material in the conditions of speech tactics in solving communicative tasks and creating monologue-presentations. At these stages we use the following groups of exercises: gr. 3.1: exercises to develop the ability to combine phrases into super-phrase unity, to exploit the connectors of super-phrase connection, to understand and analyze the markers use of these connections; gr. 3.2: exercises for skills formation in creation of mini-monologues with speech intentions: to explain / reassure colleagues / partners / clients; to advise, encourage students, motivate them to make decisions, while freely choosing the means of communication inherent to foreign-language culture being studied; gr. 3.3: exercises to develop the ability to create a professionally-oriented monologue-presentation; gr. 4.1: exercises to improve the ability to present a monologue.

In the developed methodic at these stages we use non-communicative, receptive-reproductive, conditionally-communicative, productive, fully /

partially controlled, motivated, with game elements using, individual / group / frontal, paired, oral exercises.

The purpose of the 5-th and 6-th stages is to summarize the activities of students. At these stages we outline the following groups of exercises: gr. 5.1: exercises to develop the ability to present research results; ability to implement professionally-oriented monologue speech, freely choosing the means of communication inherent in the foreign-language of studied culture; gr. 6.1: exercises for skills formation to sum up the results of students' joint activities, determining the positive and negative aspects of such activity.

All these exercises are productive, communicative, motivated, minimally controlled, without support, using games, individual and group, oral.

The model of the organization of the process of POELCF during the future designers learning of

monologue-presentation is theoretically substantiated and practically developed.

The effectiveness of this methodic had been proved by the experiment (Bespalko, 1968; Gurvich, 1980).

When comparing pre- and post-experimental indicators, significant progress was recorded in the mastery of experimental groups (EG-1 and EG-2) on creating a monologue-presentation-report and monologue-presentation-advertising. These results indicate that the proposed methodic for professionally-oriented learning of monologue-presentation is effective.

Figure 1 (a, b) show the increase students' skills to produce a monologue-presentation-report (a) and monologue-presentation-advertising (b) in accordance with the results of pre- and post-experimental sections.

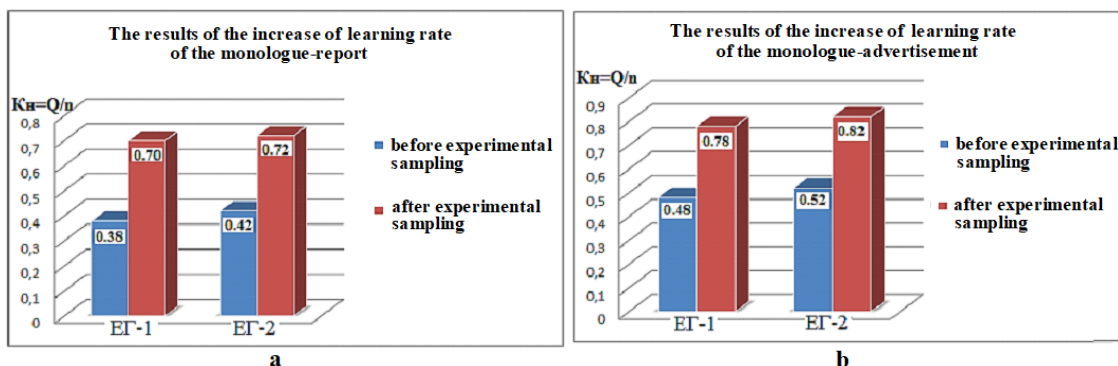


Figure 1. Author's histograms of the grows rate of learning to product a monologue-report (a) and monologue-advertising (b) on the results of pre- and post-experimental sections.

Source: own authorship

The average growth of skills to create a monologue-presentation-report and monologue-presentation-advertising is 0,30. These data indicate the effectiveness of both variants of the proposed methodic (Variant A – “top-down”, Variant B – “bottom – up”). Variant A begins with exercises on skills formation to analyze and structure the sample text of monologue-presentation, mini-monologue, super-phrase unity, to product logical-connected text of MP. Variant B begins with exercises on super-phrase unity formation, mini-monologues, the text of monologue-presentation. The average level of the formation of skills to create a monologue-presentation-report was 0,70, according to V. P. Bespalko (Bespalko, 1968). Therefore, we consider Variant A to be effective for training a monologue-presentation-report. The average rate of the ability to create a monologue-presentation-

advertising was 0,80, so we consider Variant B to be the most effective.

To confirm the reliability of these data, we perform a mathematical analysis. The reliability of the obtained results was checked with the help of the criterion – Fisher's angular transformation φ^* .

In order to understand which one of the variants is the most effective, we formulate own statistical hypotheses. Since both experimental groups of all participants of the experiment reached the level of learning according to V. P. Bespalko (Bespalko, 1968) and during the training of monologue-presentation-advertising the coefficient was 0,80, we consider this coefficient as “effect” and the failure to achieve this effect – “no effect”.

We formulate two statistical hypotheses: Ho: share of persons, who have achieved a learning factor of 0,80 in the training of monologue-presentation, in EG-2 – not greater than in EG-1; H1: the share of people, who have achieved a learning factor of 0,80 in the training of monologue-presentation, in EG-2 – more than in EG-1.

According to the results of our own calculations, if the obtained empirical value of φ^* is in the zone of significance, hypotheses H1 is confirmed; if φ^* is placed in the zone of insignificance, hypotheses Ho is confirmed. The results are shown in Table 1.

Table 1.

Calculating φ^ in order to determine a more effective author's methodic of training of monologue-presentation of future designers.*

According to these data we define $\varphi^*_{\text{exper.}}$							
groups	"have effect"			"have no effect"			Total students' quantity
	student's quantity	share of Per cent	φ^*	student's quantity	Share of Per cent	φ^*	
EG-1	7	53,8 %	1,69	6	46,2 %	1,45	13
EG-2	12	92,3 %	2,89	1	7,7 %	0,24	13

Source: own authorship

$$\varphi^*_{\text{exper.}} = (2.89 - 1.68) \times (\sqrt{13 \times 13} \div \sqrt{13 + 13}) = 1.21 \times \sqrt{6.50} = 1.21 \times 2.54 = 3.08$$

Due to these results ($\varphi^*_{\text{exper.}} = 3,08$) compare this

data with $\varphi^*_{\text{contr.}}$

$$\varphi^*_{\text{contr.}} = \begin{cases} 1.64 (p \leq 0.05) \\ 2.31 (p \leq 0.01) \end{cases}$$

On Figure 2 we build the author's zone of significance

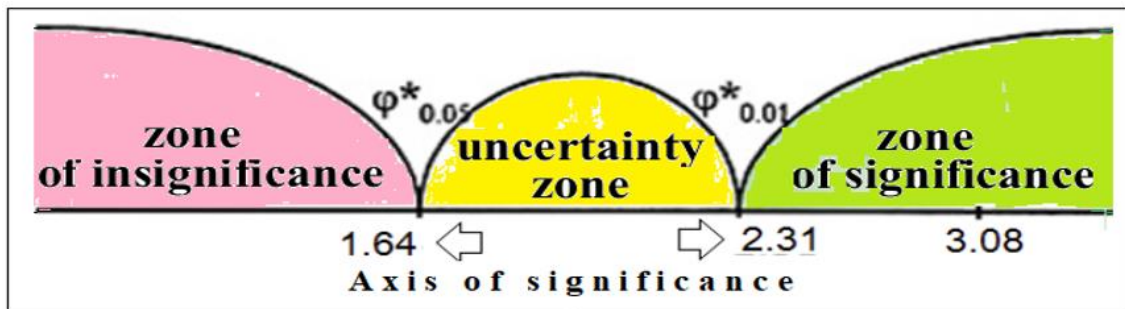


Figure 2. Zone of significance

Source: own authorship

Zone of significance is made. The result fell into the zone of significance. This indicates that hypotheses Ho is rejected. Thus, we concluded that the number of students who reached the level of learning rate according to the results of the post-experimental section, in EG-2 is greater than in EG-1. These data give us reason to believe that the effectiveness of author's training of monologue-presentation methodic is high.

The effectiveness of the proposed author's methodic, which we tested, made it possible to determine the reliability of the experiment. This indicates that the methodic has proved its effectiveness and can be recommended for implementation in the educational process.

On Figures 3 – 10 we would like to present the fragments of students' work as a result of their taking the author's training course on monologue-presentation making.



Figure 3. Fragment of presentation “Chocolate design”, prepared by student Tarasenko K. Y
Source: Collected by the authors during practical classes in the course of the experiment.

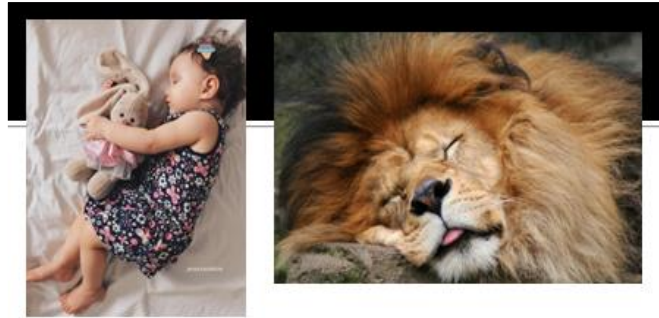


Figure 4. Subject of presentation “Coco Chanel”, prepared by student Domaratska Y.
Source: Collected by the authors during practical classes in the course of the experiment.

She is known all around the world as Coco Chanel, but this wasn't her original name. Her original name is Gabrielle Chanel. She was born in poor family in France, on 19 August 1883.



Figure 5. Subject of the presentation “Coco Chanel” after Domaratska Yaruna.
Source: Collected by the authors during practical classes in the course of the experiment.



- Mirrorless cameras are very 'quiet'. The camera is noiseless because of no moving mechanical parts, therefore you can calmly taking pictures of sleeping children or animals.

Figure 6. *Subject of the presentation “Mirrorless cameras” after Tereshina E.*
Source: Collected by the authors during practical classes in the course of the experiment.



Figure 7. *“Landscape design” after Maksimova E. V.*
Source: Collected by the authors during practical classes in the course of the experiment.



Figure 8. *Subject “Concept Art” after Semenenko Tatyana.*
Source: Collected by the authors during practical classes in the course of the experiment.



Figure 9. Subject of the presentation “Eco-design”, prepared by student Lishtva A. V.
Source: Collected by the authors during practical classes in the course of the experiment



Figure 10. “The story of McDonald’s company” after Drozdyk Y. B.
Source: Collected by the authors during practical classes in the course of the experiment.

Discussion

Since presentation was the dynamic base of business successful operations, it has been becoming the object of foreign languages training (Carney, 1992; Churchman, 1986; Jay, 2010; King, 2002; Comfort, 2010; Pertaub, 2012; Leigh, 1999; Webster, 2002).

Developing Ukrainian society needs educated, moral, enterprising professionals, who have mobility, dynamism, developed individuality, competitiveness; specialists, who are competent not only professionally, but also in communicative terms.

We consider, after the War against Russian invaders, the transition of Ukrainian education on new content, new State standards will require improvement training of specialists. Within the framework of our investigation, we see a

monologue-presentation as a modern leading type of monologue broadcasting.

In Ukrainian methodology we had already had the foreign-languages monologues researches: the English-language monologue-persuasion (Dyachkova, 2012), the French-language monologue- argumentation (Bondar, 2012), the English-language – business presentation (Avsyukevich, 2009), the German-language monologue-presentation (Drab, 2010). The research of these scholars undoubtedly enriches the methodic of teaching business professional speech, in particular, promotes the development of skills to inform the partners, convince them to support the ideas set out in presentation speeches.

The first attempts in presentation training of specialists were made last seven years: future engineers were trained by O. V. Popel (2018), future economists were thought by N. K. Lyamzina (2018), future lawyers – by

J. O. Dyachkova (2012). We firstly elaborate the training of monologue-presentation of future designers. We made the conclusion: monologue-presentation is the modern leading type of monologue broadcasting of future designers, especially at the time of rebuilding and renewal construction of Ukraine after the War against Russian invaders.

We share the opinion of O. V. Popel, who argues that the effectiveness of future professionals training of English presentation is achieved by: 1) consideration of presentation speech in three dimensions: as professional literacy, rhetorical ability and foreign-language norms; 2) its integrated form, which involves the acquisition of integrated knowledge of professional and foreign-language material, the development of integrated skills of technical information presentation in its presentative and advertising form; 3) making professional information in its nominal-factual, narrative-presentative, detailed-presentative, interactive-presentative and professional-presentative type and look (Popel, 2018, p. 17).

We agree with L. V. Bondar seeing the problem of presentation forms training limitations (Bondar, 2012). It might be not only monologue-presentation training at classes of foreign languages but also the special courses at modern Higher Educational Institutions.

Our command from Kyiv National University of Technologies and Design (Ukraine) had got the application for EU grant – ERASMUS –JMO-2022-MODULE and in our further research the problem of presentation training will be continued.

Conclusions

As we see from above-mentioned information, Design is the project of individual thoughts, which reflect the reality, personal and cultural tastes, traditions and history.

Designers are creative persons, who are ready for constant novelties, breakthrough in consciousness. And many of well-known designers are the confirmation of this revolution (fantasy and experiments): introduction of the blouse, shorts, dress styles, mac, jeans, unisex wear, mass production outfits. In the 21-st century the appearance of Web-, Video-, Graphic Design in last 10 years become the challenge of new thinking, intercultural communication. Independence, creativity, desire for continuous learning and self-training are the marks of

professional activities of future designers, the persons who are in constant creative research and continuously developing with the ability to enhance their learning including foreign languages.

According to new War of Ukraine against Russian invaders conditions and its consequences, the designers will be ready to construct the Motherland with all their talents, knowledge from various fields and effective intercultural business communication. As tutors we must teach future designers how to say, what to say in foreign languages in a particular case, how to present the ideas effectively and make the effective result.

Thus, we consider, future designers' monologue-presentation training is the most demanded and convenient method of modern training of foreign languages and the monologue-presentation is the modern leading type of monologue broadcasting. We see our proposed methodic is the approaching of such results.

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