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PSYCHOLOGICAL AND LINGUISTIC FEATURES OF FUTURE SPECIALISTS IN FASHION INDUSTRY

The paper deals with the problem of possessing knowledge and skills regarding professional monologue speech by future specialists of Fashion Industry in Ukraine. The aim of the study is to determine the psychological and linguistic features of professional-oriented monologue speech of such future specialists. The results of the research demonstrate clarifying the concept of "monologue", "professionally-oriented monologue speech", investigation of the psychological and linguistic characteristics of professionally-oriented monologue speech of Fashion industry specialists; distinguish a professionally designed monologue-message and professionally directed monologue-description. In the present article is stated that the two monologues (monologue-message and monologue-description) are the key speaking tasks for future specialists of Fashion industry. We presented the analysis of modern scientists' research on monologue and professionally-oriented monologue speech. It is outlined the definitions of monologue-message and monologue-description according to future specialists of Fashion industry intentions. We extracted the structural level of monologue speech of Fashion industry specialists and presented the peculiarities of such monologues at the lexical level.

Keywords: future specialists; Fashion industry; professionally-oriented monologue speech; monologue-message; monologue-description; psychological characteristics; linguistic features of Fashion industry specialists' monologue; non-linguistic higher educational institutions.

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ПСИХОЛОГІЧНІ ТА ЛІНГВІСТИЧНІ ОСОБЛИВОСТІ ПРОФЕСІЙНО ОРІЄНТОВАНОГО МОНОЛОГІЧНОГО МОВЛЕННЯ МАЙБУТНІХ ФАХІВЦІВ З ІНДУСТРІЇ МОДИ

У статті обґрунтовується проблема володіння знаннями та вміннями професійного монологічного мовлення майбутніх фахівців індустрії моди в Україні. Мета дослідження полягає у визначенні психологічних та лінгвістичних особливостей професійно-орієнтованого монологічного мовлення таких фахівців. Для реалізації мети авторкою використано такі методи дослідження: теоретичні – загальнонаукові (аналіз, синтез, порівняння, узагальнення, систематизація) та конкретно-наукові (термінологічного аналізу, за допомогою якого розкрито сутність ключових понять пропонуваної наукової розвідки; структурно-логічного аналізу, спрямований на виявлення концептуальних основ англomовного навчання фахівців індустрії моди. Результати дослідження демонструють уточнення понять "монолог" та "професійно-орієнтоване монологічне мовлення". Визначено психологічні та лінгвістичні особливості професійно орієнтованого монологічного мовлення фахівців індустрії моди. Представлено розрізнення професійно оформленого монологу-повідомлення та професійно спрямованого монологу-опису. У цій статті зазначено, що два типи монологу (монолог-повідомлення та монолог-опис) є ключовими для говоріння майбутніх фахівців індустрії моди. Здійснено аналіз досліджень сучасних науковців щодо монологічного та професійно-орієнтованого монологічного мовлення. Окреслено визначення монологу-повідомлення та монологу-опису відповідно до інтенції майбутніх фахівців індустрії моди. Визначено структурний рівень їхнього монологічного мовлення та описано лінгвістичні особливості таких монологів. У роботі розглянуті психологічні характеристики мовлення фахівців індустрії моди, відповідно до комунікативного наміру: вмотивованість, зверненість, односпрямованість, зв'язність, інтенціональність, інформативність, тематичність, контекстуальність, ситуативність, модальність, відносна безперервність, плановість, послідовність, логічність. Серед лінгвістичних особливостей визначених монологів відзначаємо відносну повноту і завершеність речень, їхню складність і різноструктурність, складний синтаксис, обмежене використання речень-епітів, зв'язність. Продискутовано, що професійно-орієнтоване монологічне мовлення – це спеціально організована форма усного мовлення, публічний виступ, у якому оратор відтворює знання професійного характеру з метою впливу на аудиторію.

Ключові слова: майбутні фахівці; індустрія моди; професійно-орієнтоване монологічне мовлення; монолог-повідомлення; монолог-опис; психологічні характеристики; лінгвістичні особливості монологу фахівців Індустрії моди; нелінгвістичні заклади вищої освіти.

Introduction. The law of Ukraine on Higher Education highlights the combination of education with science and production in order to prepare competitive human capital for the high-tech and

innovative development of the country, self-realization of the individual, ensuring the needs of society and labor market in qualified specialists [13].

As the first article of the Law of Ukraine on Higher

Education states, the main tasks of national education are the training of competent specialists. Competence, as defined in the article, is a dynamic combination of knowledge and practical skills, ways of thinking, professional, worldview and civic qualities, moral and ethical values, which means a person’s ability to successfully carry out professional and further educational activities and is the result of training at certain levels of higher education [13].

In modern conditions, a future specialist must be competent not only professionally, but also communicatively, i. e. fluent in foreign languages. Possession of foreign language communicative competence in professional activity is the target goal of education of modern future specialists [3; 7]. In their professional activities, future specialists of Fashion industry must possess knowledge and skills regarding professional monologue speech.

Aim of the study. Therefore, the aim of the present research is to determine the psychological and linguistic features of professionally-oriented monologue speech of Fashion industry specialists.

To achieve this goal, we need to solve the following tasks:

- clarify the concept of “monologue”, “professionally-oriented monologue speech”;
- determine the psychological and linguistic characteristics of professionally-oriented monologue speech;
- characterize a professionally designed monologue-message and a professionally directed monologue-description.

Research methods. To realize the goal, we used the following research methods: *theoretical* – general scientific (analysis, synthesis, comparison, generalization, systematization) and *specifically scientific method* of terminological analysis, with the help of which the essence of the key concepts of this scientific research is revealed; the *method of structural and logical analysis* aimed at identification of the conceptual foundations of English-language training of Fashion industry specialists.

Research results. In **Table 1** we present the definition of a monologue by most modern scientists.

Table 1. Monologue definitions

Researchers	Definition
Skalkin (1983)	an organized type of speech, a long utterance of the speaker, his individual utterance addressed to listeners
Drab (2005)	oral or written extended speech of one person, individual speech activity
Kirzner (2009)	a form of a purposeful long verbal act
Panova (2010)	a form of speech constructed by one person who chooses the structure, composition and means of speech
Ustymenko (2013)	a one-way form of speech, the transmission of information from a person with a fixed speaker function to a person with a fixed listener function

As we can see, researchers emphasize the active nature of the monologue. In their opinion, a monologue is the result of the active speech activity of one person. They consider the speaker’s opinion is a subject and the text is the product, which has an indirect effect on the listener.

Researchers have also repeatedly considered the problem of professionally-oriented monologue speech. In **Table 2** we demonstrate the definitions of such speech.

Summarizing the above-mentioned information and taking into account the specifics of our scientific research, we modify the definitions of Samoilukevich (1990) and Kirzner (2009) and define professionally-oriented monologue speech as a form of individual unidirectional speech, that is carried out within professional topics and situations [8; 4].

Having defined the concept of professionally-oriented monologue speech, let’s move on to its psychological and linguistic features, which must be taken into account in the process of forming competence in this type of speech activity.

According to most researchers (Borysko, 1987; Sklyarenko, 1888; Vishnevskiy, 1982; Kirzner, 2009; Drab,

2005; Ustymenko, 2013; Panova, 2010; Pashchuk, 2002; Skalkin, 1983), the main psychological characteristics of monologue speech are motivation, addressing, coherence, intentionality, informational, thematic, contextual, situational completeness, modality, relative continuity [1; 10; 15; 4; 2; 14; 5; 6; 9].

Monologue speech, like any oral expression, is characterized by motivation [15, 57], that is, conditioned by the needs of educational and professional activities of future specialists of Fashion industry. Because the motive is the basis of monologue speech and determines the creation of a program of speech expression.

A monologue is always addressed [15; 9]. Addressing requires the ability to transfer speech to a specific interlocutor, observing the rules of communication etiquette in the professional sphere.

Sklyarenko [10] considers the coherence of monologue speech in two aspects – psychological and linguistic. By psychological coherence, the researcher understands the coherence of thought reflected in the compositional-semantic unity of the text as a result of speech. This feature of a monologue requires the speaker to have the ability to make meaningful and linguistic connections of individual parts of a monologue.

Table 2. Professionally-oriented monologue speech definitions

Researchers	Definitions
Borysko (1987)	an independent, detailed statement that comes from an inner idea
Samoilukevich (1990)	a complex, elaborate form of one-way speech, which contains little non-verbal information that the interlocutors receive from the communication situation and has a connection with the communicative situation, because it involves the characteristics of the speaker and the addressee
Kirzner (2009)	the form of speech, which is carried out within the framework of professional topics and situations, is characterized by higher information activity of the speaker than the listener, as well as the use of adequate non-verbal means of communication
Ustymenko (2013)	an oral form of communication, which involves a coherent and continuous statement of one person, addressed to one or several listeners
Drab (2005)	a form of speech addressed to one listener or a group of listeners; it is used for various communicative purpose: to convey information; influence on listeners through persuasion; prompting to action
Panova (2010)	a specially organized form of oral discourse, for which it is necessary to carry out a level selection of language means to adequately express thoughts in a foreign language in order to influence the audience
Tarnopolskyi (2006)	a public speech in which the speaker reproduces knowledge of a professional nature in order to influence the audience
Synekop (2018)	a speech act that is an independent, complete, interconnected and logical statement on a certain professional topic and is carried out for a certain purpose by one person continuously for a certain time

Following to Borysko [1], we understand intentionality as the presence and realization of communicative intention in a text.

Content-semantic integrity of the text presupposes the unity of its theme and manifests itself in thematic and information completeness. We understand the thematic nature of a monologue as its correlation with the topic of the statement [14, 344], because a monologue statement is built on the basis of a topic. Thematic conditioning is based on the ability to produce a monologue within the framework of a certain topic, applying the studied material and transferring the acquired knowledge and skills to a new situation. The theme determines the construction of the monologue, the sequence and logic of the expression of thoughts [5, 161]. In informative texts, thematic completeness dominates and is related to the feature of information saturation.

A monologue is produced in a specific communicative situation [1, 29], is stimulated by it, but at the same time, it is relatively independent and creates its own environment – context. Therefore, one of the characteristic features of a monologue is context completeness [14, 344].

We agree with the opinion of Tarnopolskyi [12]: speech, that is completely unprepared in terms of content and topic, does not actually exist. Unpreparedness is often combined with prepared speech.

Thus, the psychological characteristics of professionally-oriented monologue speech of specialists of Fashion industry are motivation, addressing, coherence, intentionality, relative continuity, planning, thematic and information completeness, logic saturation.

After analyzing the psychological characteristics of monologue speech, we consider its linguistic features.

Monologue speech is characterized by the relative completeness of sentences, their complexity and multi-structure, complex syntax, limited use of ellipsis sentences, comprehensiveness of utterances, coherence [15, 162; 14, 345; 5, 1].

The sphere and situation of communication determine the stylistic features of monologue speech. The monologue of Fashion industry specialists takes place in the professional and production sphere. Oral monologue in the industrial sphere is characterized by a professional stylistic register of oral speech, which is defined by a clear structure of sentences and a large number of professional vocabulary and terms [9, 17].

In our research we determined that the most necessary functional types of monologue for Fashion industry specialists are *monologue-message* and *monologue-description*.

According to Sinekop [11], such features as information completeness (importance, relevance, probability, professional significance) and concise presentation (scientific, professional, personal) are features of a professionally-oriented monologue-message.

Paraphrasing Sklyarenko [10], we define a professionally-oriented monologue-message as a relatively short presentation of professionally significant facts or events in a concise, informative form.

The study of research in methodical science allowed us to determine that at the structural level, a monologue-message includes three parts:

- an introduction, which contains brief information about professionally significant subjects and phenomena or facts / events that are reported;
- the main part (professionally significant facts / events; information about product innovation; advanta-

ges of products over similar goods of competitors);

- conclusions in which information is systematized.

According to the definition of Ustymenko [14, 30], a monologue-description conveys information about an object or phenomenon, describing its external or internal features. At the same time, an objective assessment of the speaker is allowed.

Relying on research in methodical science [14; 10, 39], we formulate a professionally-oriented monologue-description.

At the structural level, a professionally-oriented monologue-description includes three parts:

- introduction, which contains general information about professionally significant subjects and phenomena described in the monologue; presentation of your company and / or its products;

- the main part, which describes: professionally significant objects or phenomena, their characteristics and qualities are given; the ingredients of the product are stated in detail; the advantages of the company's products are clearly formulated; the technological process of goods production is described;

- conclusions in which information is systematized and comments are provided.

As shown by the analysis of scientific research and authentic samples of professionally-oriented monologue-message, monologue-description of Fashion industry specialists, the peculiarities of monologue speech at the lexical level are the use of the following lexical units:

- stylistically neutral words: *source, amount of, to contain, to add, additive;*

- words of a general production nature, which can be conventionally divided into three groups:

- words related to production as a whole: *presentation, to produce, fashion show, fashion studios and houses, catwalk, advertising, material, fabric, shoemaking, dressmaking, clothing, hairdressing, make-up, accessories;*

- words borrowed from related fields (chemistry, biotechnology, etc.): *acid wash, adhesive, agent, alkali-soluble, caustic soda, cellulose, cement, keratin, polyurethane;*

- poly-semantics used in various fields. They receive clarification in the context: *ligament, abrasion, to absorb, to adjust, to age, to confuse, de-hair, latch;*

- professional terms and lexis: *tanning, abb, ageing, air-cured, arch, dipping, discard, backing, basting, stitching, bending, binding, bottoming, fading, stripping, stuffing, etc.;*

- fixed phrases, clichés and expressions with which the speaker begins, continues and ends his monologue: *to begin with, well, to continue, firstly, secondly, thirdly; on the one hand; on the other hand; next; finally, etc.;*

- permanent phrases with the help of which the speaker attracts the attention of listeners: *as you can see, it is important; as far as I know; to my mind; seeing is believing; that is why; in short.*

Conclusions. The formation of professionally-oriented foreign language monologue speech of future specialists and their professional activity is the target task of the Higher Education of Ukraine regarding the training and education of competent and competitive specialists for regional, internal and external labor markets.

In our research we determined that professionally-oriented monologue speech is a specially organized form of oral discourse, for which it is necessary to carry out a level selection of language means for adequate expression of thoughts in a foreign language, a public speech in which the speaker reproduces knowledge of a professional nature in order to influence the audience.

The present work examines the psychological characteristics of speech according to the communicative intention: motivation, addressing, coherence, modality, relative continuity, planning, sequence and logic, intentionality, information and situation completeness, context saturation.

Among linguistic features of monologue speech of Fashion industry specialists, we note the relative completeness and multi-structure of sentences, complex syntax, limited use of ellipsis sentences, comprehensiveness and coherence.

New training conditions – War with the aggressor in the person of the Russian Federation – dictate new goals, trends, tasks for Ukrainian specialists. After all, they are entrusted with the huge task of rebuilding Ukraine, establishing contacts with friendly countries and integrating with the World. Our qualified, competent future specialists with knowledge of foreign languages are the key goal and motivation of Ukrainian Education, the future of Ukraine.

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**ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ ВЧИТЕЛІВ ДО РОЗВИТКУ
ГРОМАДЯНСЬКОЇ КОМПЕТЕНТНОСТІ УЧНІВ БАЗОВОЇ СЕРЕДНЬОЇ ОСВІТИ**

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**ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ ВЧИТЕЛІВ ДО РОЗВИТКУ
ГРОМАДЯНСЬКОЇ КОМПЕТЕНТНОСТІ УЧНІВ БАЗОВОЇ СЕРЕДНЬОЇ ОСВІТИ**

У статті означено педагогічні умови підготовки вчителів у системі післядипломної педагогічної освіти до розвитку громадянської компетентності учнів базової середньої освіти. Обґрунтовано, що ефективність формування громадянської компетентності в педагогів залежить від створення спеціальних організаційних і педагогічних умов. Охарактеризовано їхню сутність, виокремлено та розкрито складові. Вказано на специфіку відбору засобів діяльності і технічного супроводу, які сприятимуть формуванню громадянської компетентності педагогів. Уточнено зміст громадянської компетентності педагога. Розглянуто форми та методи формування громадянської компетентності педагога, а також структуру навчально-методичного забезпечення.

Ключові слова: умови; педагогічні умови підготовки; освітній процес; підготовка вчителів; компетентність; громадянська компетентність.

Лит. 14.

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**PEDAGOGICAL CONDITIONS OF TEACHER TRAINING FOR THE DEVELOPMENT
OF CIVIC COMPETENCE OF BASIC SECONDARY EDUCATION STUDENTS**

The process of formation and development of the Ukrainian state is complex and controversial due to the multi-vector nature of the state-building process, which is aimed at both the development of democratic state institutions and the development of civil society. For us today, a particularly urgent task of educational science and practice is to realize the need to build a civilized state and to form a civic culture of the individual through civic education and upbringing.

Therefore, the article focuses on the concepts of "conditions" and "pedagogical conditions". The pedagogical conditions of teacher training in the system of postgraduate pedagogical education for the development of civic competence of students of basic secondary education are determined. It is substantiated that the effectiveness of the formation of teachers' civic competence depends on the creation of special organizational and pedagogical conditions. Such conditions are: forming the motivation of a civic and historical education teacher to develop students' civic competence; supplementing the content of professional disciplines in the context of in-service teacher training in the system of postgraduate education to develop students' civic competence; using innovative forms, interactive methods and technologies of teaching (ICT), etc.

The essence of pedagogical conditions is characterized; its components are identified and disclosed. The specifics of the selection of means of activity and technical support that will contribute to the formation of teachers' civic competence are indicated. The forms and methods of forming the teacher's civic competence, as well as educational and methodological support are considered.