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МОДЕЛЮВАННЯ ПРОФЕСІЙНО-ОРІЄНТОВАНОГО СИТУАЦІЙНОГО НАВЧАННЯ ЯК ПЕДАГОГІЧНА УМОВА ФОРМУВАННЯ ІНШОМОВНОЇ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ДИЗАЙНЕРІВ СЕРЕДОВИЩА

ШАЙНЕР Ганна Ігорівна. МОДЕЛЮВАННЯ ПРОФЕСІЙНО-ОРІЄНТОВАНОГО СИТУАЦІЙНОГО НАВЧАННЯ ЯК ПЕДАГОГІЧНА УМОВА ФОРМУВАННЯ ІНШОМОВНОЇ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ДИЗАЙНЕРІВ СЕРЕДОВИЩА

Стаття присвячена проблемі формування іншомовної професійної компетентності майбутніх дизайнерів середовища. Виконано аналіз відповідної науково-педагогічної літератури. Метою статті є аналіз моделювання професійно-орієнтованого ситуаційного навчання як педагогічної умови формування іншомовної професійної компетентності майбутніх дизайнерів навколишнього середовища. Доведено, доцільність використання вправ на індивідуальне та колективне вирішення широкого спектру питань у сфері концептуалізації, композиції, стилізації, формо- і кольоротворення, матеріалозабезпечення дизайн-об'єктів різного функціонального призначення з підготовкою засобів візуалізації і вербальної презентації іноземною мовою та ситуаційних завдань чітко вираженого комунікативного характеру на відпрацювання норм іншомовної комунікативної поведінки.

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***Ключові слова**: підготовка майбутніх бакалаврів, фахівець з дизайну середовища, іноземна мова професійного спрямування, іншомовна професійна компетентність дизайнера середовища.*

SHAYNER Hanna Ihorivna. THE MODELLING OF PROFESSIONALLY ORIENTED SITUATED LEARNING AS A PEDAGOGICAL CONDITION FOR FORMING FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF FUTURE ENVIRONMENTAL DESIGNERS

The article is devoted to the problem of the formation of foreign language professional competence of future Environmental Designers. The article aims to analyse the modelling of professionally oriented situated learning as a pedagogical condition for forming foreign language professional competence of future Environmental Designers. Based on various factors which determine the typical functional responsibilities has been determined (development of the design concept of the object; execution of form formation, layout and modelling of design objects; implementation of compositional construction of design objects; ensuring the colour solution of the future design object; development and demonstration of visual presentations of the future design object; selection of materials taking into account their functional and aesthetic properties; monitoring the progress of work on the implementation of the design object project, etc.) which serves the grounds for effective modelling of professionally oriented situated learning.

It is proved that modelling professionally oriented situated learning in the process of learning a foreign language of future Environmental Designers as an important condition for the formation of their foreign language professional competence is embodied within the framework of our study in a system of various situational tasks. In particular, we consider exercises for individual and collective solving of a wide range of problems in the field of conceptualisation, composition, stylisation, form and colour creation, material provision of design objects of various functional purposes with the preparation of means of visualisation and verbal presentation in a foreign language, and situational tasks of a clearly expressed communicative nature for practicing the norms of foreign language communicative behaviour through imitation of professional interaction with a client, employer, colleague, specialist in related industries, supplier of materials, etc.

Modelled professionally oriented situated learning with integrated interactive elements are systematised by the degree of complexity and the presence or absence of supports within the «English for Designers» course for the convenience of their use in the process of educational work with students – future Environmental Designers.

***Keywords:** training of future bachelors, specialists in Environmental Design, foreign language for specific purposes, foreign language professional competence of an Environmental Designer.*

Problem statement and its topicality. Successful formation of foreign language professional competence of students – future designers is impossible outside the appropriate situated context, because only through participation in various professional and communicative situations they gradually gain experience in using language and speech structures, master the norms of professional and communicative behaviour, test effective strategies for achieving various professional and communicative goals and ways to solve professional tasks, enrich professional knowledge with the help of a foreign language. Therefore, foreign language professional training of future Environmental Designers necessarily involves the purposeful design and use of variable professionally oriented learning situations that reproduce the main aspects of professional design activity, typical models of professional communication of specialists in the field of Environmental Design.

Analysis of recent research and publications. The issue of situated learning as an effective tool for the development of various knowledge, skills, and abilities at different levels of the education system, especially professional and higher, has been the subject of domestic and foreign research for decades. If early works on this issue [10] are aimed at studying the integration of typical situations of professional activity into the process of training specialists in a particular field, then studies of recent decades [4; 9] to a greater extent reflect attempts at its systemic restructuring on a situational basis. As a result, today we are talking not so much about the use of professionally oriented situations in the development of the competence of a future specialist, but about its consistent formation in the conditions of systematic and systemic situated learning.

The aim of the article. The article aims to analyse the modelling of professionally oriented situated learning as a pedagogical condition for

forming foreign language professional competence of future Environmental Designers.

Presentation of the main material. Scientists consider situated learning as an interactive didactic method or technology and point to its particular significance in the context of professional training of specialists in various fields, given the need for them to master the skills of implementing various tasks in specific conditions of professional activity [6]. Based on an activity-based approach, it ensures that students of various specialities gain direct practical experience in performing future professional duties in conditions close to real ones, develop skills for constructive professional activity, and cultivate a responsible attitude towards its implementation.

The vital role of situated learning in the training of students for various professions is explained by researchers primarily by the situational nature of any professional activity of a person [8]. According to their reasoning, professional activity in a particular field can be represented as an open, hierarchically organised, dynamic system of situations that determine the activity of a specialist, set spatial and temporal boundaries for its implementation. In this context, it is this technology, providing for the performance of situational tasks characteristic of a particular profession, that makes it possible to familiarise students of a particular specialty with a variety of real situations of their further professional activity and the most effective strategies and tactics of professional behaviour following the conditions set by them, and therefore is associated by scientists, first of all, with the possibility of bringing learning closer to professional practice.

Altomonte, Logan, Feisst, Rutherford, and Wilson [1] interpret situated learning as an interactive educational technology that involves the creation of conditional models of professional activity in the process of professional training of students and thereby ensures the maximum approximation of the educational and training process to real professional practice. Accordingly, it is the direct requirements of professional activity that become a system-forming factor of professional education based on this technology, setting the appropriate parameters for constructing the content and organisation of the educational process not only within individual subjects, but also for the entire training of future specialists. Therefore, this technology provides the possibility of «integrating» the educational process into the real situated context of professional activity, and, accordingly, the development of the so-called «situation awareness» of students as a prerequisite for making optimal professional decisions in the future, depending on specific conditions and circumstances.

The specificity of situated learning, compared to the variety of other didactic technologies, Chiou [3] sees in designing the content of students' training not according to the logic of sciences that constitute the theoretical basis of their future professional activity, but according to the logic of the future profession, which strengthens its practical orientation. Due to this, it reflects the specific spatio-temporal coordinates for the deployment of professional activity, its instrumental base, typical scenarios of the behaviour of a specialist, etc., which ensures the integrity and objectivity of students' ideas about the profession being mastered. The researcher notes that the content unit within the framework of the learning technology is not a topic or section, as a certain «portion of educational information», but a specially modelled situation of professional activity, which recreates the real one with the completeness of its details, nuances, contradictions necessary to achieve the educational goal.

Thus, today, complexes of professionally oriented learning situations have been developed and tested for effectiveness for the development of professional competencies of students of various specialities, in particular medical [5], pedagogical [7], economic [2], etc. Researchers use didactic modelling of professional activity to strengthen the connection between theory and practice in the process of training future specialists in various industries, develop their professional thinking, provide experience in making production decisions, form attitudes of constructive professional behaviour, cultivate a value attitude towards the chosen profession, etc.

As a result of the conducted research, scientists associate the advantages of professional training of students of various specialties on a situated learning basis with wide opportunities for approaching training to the realities of professional practice, ensuring their self-awareness as subjects of future professional activity, gaining practical experience in performing professional tasks, cultivating professionally significant personal qualities, close integration of theoretical knowledge and practical skills, as well as increasing the interest and activity of students in educational activities [2], [5]. They recognize the modelling of professionally oriented didactic situations as one of the most effective methods of professional training of future specialists of various industries, because in the process of working through them they practice generating ideas and solving problems of real business life, master the norms of constructive professional behaviour, and learn to take responsibility for their own actions.

Along with relying on the direct realities of the professional activity of a specialist in a certain field, in particular in the subject-technological and socio-communicative dimensions, in the process of modelling professionally-oriented situations for training students in the relevant specialty, scientists emphasise the need to combine their different types, given the need to implement a wide range of educational goals and tasks [4]. In particular, they quite appropriately, in our opinion, point to the importance of combining the following types of professionally-oriented situated learning according to the functional and target purpose: 1) analytical, aimed at forming the skills to critically comprehend and objectively evaluate the problems and tasks of professional activity; 2) productive (projective), subordinated to the development of skills to solve a professional task or problem, to develop a certain professional product; 3) role-playing, aimed at imitating professional actions and professional communicative behaviour in various socio-professional contexts.

Therefore, in the didactic modelling of professionally oriented situations in compliance with such requirements, we see a way to increase the effectiveness of foreign language professional training of students – future Environmental Designers. In order to maximise their implementation, we consider it advisable to implement the following activity in stages: 1) outlining the range of typical professional responsibilities of an Environmental Designer in modern conditions in accordance with typical job descriptions and industry standards; 2) compiling, based on the defined professional functions of an Environmental Design specialist, various types of situational tasks with support for modern didactic technologies; 3) consistent systematisation of the developed professionally oriented situational educational tasks in order of increasing complexity of their implementation in didactic materials. Let us consider in more detail the results of the implementation of these stages of the process of modelling situated learning of a professional nature for the formation of foreign language professional competence of future bachelors in Environmental Design.

Considering that the basis for effective modelling of professionally oriented situations for integrated content and language training of future Environmental Designers is reliance on real typical professional tasks of specialists in this field, based on the study of the industry standard for specialty 022 «Design» and job descriptions of specialists in the field of Environmental Design, a range of their typical functional responsibilities has been determined, including: 1) development of the design concept of the object; 2) execution of form formation, layout and modelling of design objects; 3) implementation of compositional construction of design objects; 4) ensuring the colour solution of the future design object; 5) development and demonstration of visual presentations of the future design object; 6) selection of materials taking into account their functional and aesthetic properties; 7) monitoring the progress of work on the implementation of the design object project, etc.

A vital role in situated learning is played by a group of tasks for the analysis and discussion of modern design solutions in the arrangement of space or the search for ways to improve existing landscape environments, architectural buildings, taking into account their specific features, purpose, current state, the development of relevant projects and presentations with subsequent oral explanation of their details using English.

The complex of situational tasks is modelled for the development of projects of environments of various functional purposes – residential, working, commercial, recreational, educational, etc. – is distinguished by significant diversity, taking into account the specific wishes of diverse categories of clients-customers of design services and different financial capabilities and their presentation in oral or written form with detailed explanations of relevant solutions using English.

In addition to professionally oriented situated learning with exercises for developing and presenting complex design projects for various types of environments, we have modelled a number of situational exercises for performing individual tasks in the process of their creation, such as zoning a particular design object, its stylisation, lighting, colour scheme, materials, etc. with the indispensable condition of verbalising the relevant solutions orally or in writing using English.

The professionally oriented situated learning presupposes tasks which involve relying on the typical functions of an Environmental Design specialist, and on the other hand, providing conditions for presenting and discussing the results of their implementation using English. Due to this, they make it possible to simultaneously improve the professional knowledge and skills of students – future Environmental Designers, for example, in preparing projects, choosing styles of design objects following client requests, options for their zoning, lighting, colour design, furnishing materials, etc., and to develop foreign language communication skills, namely in the process of verbalising developed plans, schemes, layouts, explaining basic solutions, arguing their advantages and limitations, etc.

Conclusions and prospects for further research. Thus, modelling professionally oriented situated learning in the process of learning a foreign language of future Environmental Designers as an important condition for the formation of their foreign language professional competence is embodied within the framework of our study in a system of various situational tasks. In particular, we consider exercises for individual and collective solving of a wide range of problems in the field of conceptualisation, composition, stylisation, form and colour creation, material provision of design objects of various functional purposes with the preparation of means of visualisation and verbal presentation in a foreign language, and situational tasks of a clearly expressed communicative nature for practicing the norms of foreign language communicative behaviour through imitation of professional interaction with a client, employer, colleague, specialist in related industries, supplier of materials, etc. Modelled professionally oriented situated learning with integrated interactive elements are systematised by the degree of complexity and the presence or absence of supports within the «English for Designers» course for the convenience of their use in the process of educational work with students – future Environmental Designers.

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ВІД СІЧІ ДО СЦЕНИ: ТРАНСФОРМАЦІЯ КОЗАЦЬКОГО ТАНЦЮ ТА ЙОГО РОЛЬ У ФОРМУВАННІ УКРАЇНСЬКОЇ НАРОДНО-СЦЕНІЧНОЇ ХОРЕОГРАФІЇ

БАБЯК Єлізавета Яношівна, СУХАРЬ Каріна Михайлівна. ВІД СІЧІ ДО СЦЕНИ: ТРАНСФОРМАЦІЯ КОЗАЦЬКОГО ТАНЦЮ ТА ЙОГО РОЛЬ У ФОРМУВАННІ УКРАЇНСЬКОЇ НАРОДНО-СЦЕНІЧНОЇ ХОРЕОГРАФІЇ

У статті здійснено спробу дослідити процес трансформації козацького танцю від його автентичних форм у середовищі Запорозької Січі до професійної сценічної хореографії, розкрити його роль у формуванні української народно-сценічної традиції, у збереженні та актуалізації національної культурної спадщини, осмислити вплив визначних хореографів на становлення сценічної інтерпретації цього жанру, а також простежити, яким чином танець із багатофункціонального соціокультурного явища перетворився на виразну форму національного мистецтва й засіб художнього репрезентування історичної пам'яті та національної ідентичності.

Ключові слова: *українська народно-сценічна хореографія, козацький танець, Запорозька Січ, «Гопак», сценічна адаптація, культурна спадщина, національна ідентичність, автентичність.*

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