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## FOREIGN LANGUAGE PROFESSIONAL COMPETENCE OF ENVIRONMENT DESIGNERS AS A SUBJECT OF SCIENTIFIC DISCUSSIONS

*The article is devoted to the study of foreign language professional competence of environment designers as a subject of scientific discussions. The purpose of the article is to analyse the scientific and pedagogical literature that highlights foreign language professional competence as a component of environment designers' professional competence. The analysis of the scientific and pedagogical literature, which highlights various aspects of the investigated problem, has been carried out. The mastery of different languages is proven to be significant under the conditions of globalization processes within the professional training of environment designers, which is justified by the specifics of creative industry development. The need for professional training of environment designers for multifaceted and complex professional activity in the field of design based on the use of the potential of related fields of knowledge (architecture, psychology, sociology, management) is substantiated. The researchers are stated to study the formation of foreign language professional competence in the context of professional training of specialists in various specialties, since it is an integral part of education and career, which requires a person to be able to effectively communicate internationally and perform tasks in a linguistic environment, which differ from the native one. It was concluded that the development of foreign language professional competence necessitates a specialized approach, which includes the use of professional terminology, the correct use of language structures, awareness of the socio-cultural context and adaptation of speech to specific communicative situations. The development of foreign language professional competence is a multifaceted process that encompasses the integration of language skills, professional knowledge and cultural understanding. This enables specialists to establish effective interactions within an international professional environment, thereby enhancing their value in the labour market. Prospects for further scientific research are determined.*

**Key words:** environment designer, professional training, professional competence, foreign language competence, foreign language professional competence, knowledge, skills, professional environment.

**Problem statement.** The choice of the European integration vector of Ukraine's development presupposes the need to harmonize the specifics of Ukrainian society functioning in accordance with the legislation of the European Union. Currently, we are observing the implementation of legislative initiatives in social, economic, political and cultural spheres. Innovative characteristic of the European Higher Education Area have been reflected in the national education system regarding: unification of specialties in accordance with the International Standard Classification of Education [13]; standardization of specialists' training in various specialties and levels of education; expansion of cooperation with stakeholders; integration of education, science and innovation; intensification of international cooperation, project activities and academic exchanges, etc.

In the globalized world, language learning is a fundamental component of humanistic and humanitarian education for professionals. It creates a foundation for the development of language proficiency and shaping linguistic identity, serving as an essential tool for achieving both professional and personal

goals, especially in the international arena. Language learning comprises the knowledge of its inner spirit, its logic and culture. We are convinced that language should ensure dialogue between cultures. Therefore, we consider the formation of foreign language professional competence of modern specialists, in particular, environment designers, to be an urgent issue today.

**The analysis of recent research and publications.** It is obvious that this problem is reflected in the scientific studies of researchers from different countries. In our research, we turned to publications devoted to the analysis of the specifics of future designers professional training (S. Alekseeva, S. Gerenko, N. Derevyanko, I. Petrova, I. Tymenko, O. Krykun); modern scientific-pedagogical and scientific-methodical literature, represented by various publications which are dedicated to foreign language competence formation as well as foreign language professional competence formation (general issues of foreign language teaching and learning (O. Tarnopolskyi, J. Harmer, E. Hinkel, T. Tinsley); scientific studies highlighting methodological approaches to

foreign language competence formation: systemic (Y. Danilova, N. Lebozyn, O. Savchenko, V. Kernagaran, A. Abdullah, M. Wilczewski, I. Alon), holistic (Y. Bakai, L. Naniwska, O. Semenets, Y. Hetman, V. Pryma, M. Kim, S. Black, J. Clifton), competency-based (A. Wang, X. Zheng, Y. Gao), personality-activity (D. Clark, E. Roberts, M. Smith); organizational forms and methods of learning (I. Bartosh, S. Thornbury), including interactive learning (S. Omar, H. Ahmad Nawi, T. Tengku Shahdan, R. Wong Mee Mee, L. Seong Pek, F. Che Yob), situational learning (O. Ivanova, V. Red'ko, N. Sorokina, L. Smovzhenko, O. Onats, D. Chyzhevskiy), blended learning (A. Malota, X. Zhang), learning based on the use of modern technologies (L. Hlushok, G. Stanley); as well as the formation of foreign language competence: in communication (O. Vashchylo, Z. Korneva), listening (H. Bagrii, Ch. Chen, C. Goh, J. Cross, L. Miller, C. Brown, A. Chang); writing (O. Bigich, N. Shandra), reading (Zh. Nikiforchuk), etc.

**The aim of the article** is to analyse the scientific and pedagogical literature which highlights the foreign language professional competence as the component of environment designers' professional competence.

**The research results.** In order to communicate effectively in an intercultural context, it is not enough to simply have speaking skills; it is also important to master the specifics of language use. Therefore, one of the key tasks of university education is to develop an individual's intellectual and communicative culture [12].

Considering the globalization processes, the expanding opportunities for international cooperation among specialists, the demand for foreign language professional competence among environment designers in today's labour market has become increasingly evident. There is a need to carry out a study that would contribute to the development of the theoretical, methodological and practical foundations for cultivating this competence. Such a study would be invaluable to practitioners – academic staff of higher education institutions, as well as participants of the educational process, who influence the initial professional training of future environment designers.

The analysis of the research data emphasizes the significance of training in order to further establish effective activities in a multicultural environment, where mastery of different languages is considered one of the main competencies. It is worth noting that multiculturalism, the use of several languages as a means of establishing interaction and communication is the main goal of the European language policy [9; 10], because communication and exchange of information are key factors that help to improve the understanding of the economic, social and cultural spheres of life in different countries, which in turn serves to form a platform for the improvement of a common strategy for further civilization development.

The analysis of scientific and pedagogical literature highlights that, "along with respect for the individual, openness to other cultures, tolerance and acceptance of others, respect for linguistic diversity is the main value of the European Union. Multilingualism refers both to a person's ability to use several languages, and to the coexistence of different language communities in one geographical area" [11, p. 26]. With this in mind, the role and importance of mastering different languages from a social, political, cultural, and economic perspective becomes obvious. Taking into account the expansion of opportunities for cooperation with foreign partners, the openness of the European labour market, foreign language competence is considered to be one of the main competencies of a modern specialist, which provides an opportunity for both personal and professional development throughout life, establishing cooperation, developing and implementing joint innovative projects, etc.

In the studies of domestic researchers, special attention is paid to the training of future designers, which is due to the intensive development of the creative industry. The authors prove that "this determines the need for highly professional specialists in the field of design with creative thinking, the ability to generate original ideas, non-standard ideas, implement multicultural projects. Conceptual ideas regarding the training of modern specialists with a high level of general and professional competences, focused on creative realization in the profession, are reflected in the educational programs of educational institutions providing training in the design profile" [1, p. 332]. V. Prusak considers a modern designer as "a specialist in the field of shaping products, who possesses a sum of various knowledge, is able to fully realize his own ideas about social needs, functional, constructive, technological conformity and expediency of products in a specific material object" [8, p. 16].

The professional training of future designers, particularly environment designers, is examined by scientists from various perspectives, as it is a multifaceted process. This process aims to develop a comprehensive knowledge system, cultivate technical skills and abilities, and foster creative thinking and aesthetic taste, among other essential attributes. "When studying the process of bachelors' design training, it is important to take into account the connection of the future designers' professional competence formation with various factors, such as mastery in artistic design, the use of the latest technologies in the field of design, and aesthetic perception by future designers, which is aimed at changing the subject-spatial environment and forms the basis of their professional skills" [7, p. 402]. It is about the study of the history of art and design, the basics of composition, colour science, the theory of form, which are fundamental to understanding the evolution of styles

and trends in environmental design, the development of social skills is the subject of special attention. Thus, the researchers emphasize: “employers are looking for designers who not only have technical skills, but also can work in a team, demonstrate creative thinking and the ability to quickly solve problems” [6, p. 3].

Understanding the multifaceted and complex nature of professional activity in the field of design, we conclude that future designers must acquire knowledge in related fields, including architecture, psychology, sociology, management, in the process of professional training, so that graduates can successfully compete on the labour market, create innovative and functional designs, as well as meet high aesthetic and ethical standards.

The scope of scientific publications is devoted to the study of the specifics of foreign language mastering for the purpose of its use in professional sphere: military affairs (H. Dziman, V. Krykun), education (M. Burak, N. Lupak), IT sphere (N. Dobrovolska, N. Shandra), management (A. Medvedchuk), tourism (I. Kodlyuk), economics (N. Lyamzina); engineering (N. Kish); construction and civil engineering (S. Rubtsova), etc. It is emphasized that at the beginning of the 21st century, proficiency in foreign languages has become an integral part of education and career, which requires a person to be able to effectively communicate internationally and perform tasks in a linguistic environment different from one's native language. Thus, the focus of V. Krykun's recent research has been on improving the foreign language professional competence of future military management specialists [3]; G. Dziman has investigated the formation of English language competence in academic writing among future military IT specialists [3].

Among the latest research the study of N. Mykytenko deserves special attention. The author experimentally proves that the foreign language professional competence should be considered at several levels (micro-, meso-, macro-level) [5]. The author structures it according to: cognitive-informational component (“subject, cross-subject, linguistic knowledge, knowledge of the rules of etiquette, linguistic culture of native speakers, norms of speech behaviour, metalanguage terminologies, subject, cross-subject, speech skills and abilities, educational and cognitive skills and abilities”), as well as a practical component (“integrated components of key, including foreign language communicative, sociocultural, intercultural, pragmatic, referential, linguistic, strategic, professional competencies”) [5, p. 29-30].

O. Babiuk explores speaking skills as a crucial component of the communicative ability of a future specialist. These skills are essential for expressing ideas, views, opinions, relying on the ability to construct a coherent and logically structured monologue tailored to the context and audience. Based on the

study of a number of scientific works, it is concluded that they highlight various aspects of the foreign language competence formation, in particular, “the analysis of the linguistic features of a foreign language professionally oriented monologue, which to some extent will determine the specificity of the methodology; integrated formation of speaking skills and the ability to use strategies; ensuring students' thinking and speaking activity in the learning process; the use of various organizational forms – learning in pairs, in small groups, mutual learning; stimulation of reflective self-assessment and development of students' reflective skills; taking into account the peculiarities of professional communication of specialists ..., typical communicative situations, roles, intentions; selection and use of English-language educational materials with different forms of presentation: auditory, audio-visual and printed; formation of lexical, grammatical, phonetic skills of students; ensuring active communicative and speaking activity of students in situations of professional communication; the expediency of developing a nomenclature of the skills of monologue speech, which should become the basis for the development of exercises types aimed at the formation of these skills” [2, p. 35-36]. In other words, such aspects as correct pronunciation, intonation and accentuation of speech are emphasized. They ensure the intelligibility of speech; the use of appropriate vocabulary, including idioms, to express ideas accurately; competent use of grammatical structures to form correct and understandable sentences, etc.

The analysis of previous studies indicates that the Ukrainian state is currently actively working on the harmonization of legislative and educational standards with European ones, which is reflected in the implementation of new initiatives in various spheres of social life (unification of specialties, standardization of education, intensification of international cooperation, etc.). Consequently, these developments necessitate the enhancement of professional training for specialists. In the context of globalization, knowledge of foreign languages and ability to intercultural interaction are key to successful professional activity. A deep understanding of the language, its culture and logic is necessary for establishing effective intercultural communication and dialogue between cultures, promoting the creation of an atmosphere of psychological comfort and openness in international business relations.

National legislation is proved to play a key role in the development of education and the introduction of the English language as a means of international communication. This is evident in the relevant laws and regulations, which have been developed in alignment with international recommendations and standards. Such alignment contributes to the harmonization of modern specialists' professional training with European requirements.



Scientific studies devoted to the analysis of designers' professional training indicate the need for a comprehensive approach to the formation of their professional competences, including foreign language professional competence, based on the use of various methods, strategies and methodological approaches, which is dictated by the development of creative industry, the requirements of the labour market and society's requests for abilities of future designers to implement creative plans and ideas, to take an active part in the development of creative projects at the international level. Foreign language competence is defined as one of the main competences for professional and personal development, which opens up opportunities for international cooperation and implementation of innovative projects.

**Conclusions.** Based on the reviewed literature, we conclude that professional training of designers is a complex process encompasses not only the development of technical skills but also the cultivation of general competencies. This process involves fostering creative thinking and aesthetic taste, enabling designers to achieve mastery in artistic design and the application of the latest technologies. It also emphasizes the importance of leveraging collegial interaction, teamwork, and the ability to make well-informed decisions. In our opinion, a modern environment designer should be able to develop professionally and personally on a continuous basis, master and use new achievements of science and technology to respond to innovations and trends, taking into account the ethical principles of sustainable development and environmental standards. It is about the need to master knowledge not only of design, but also of related fields (architecture, psychology, sociology, and management) in order to be competitive in the labour market.

The formation of foreign language professional competence is critically important for professional activity in a globalized world, where effective international communication and the ability to perform tasks in a foreign language environment have become the norm. The development of foreign language professional competence requires a specialized approach, which includes the use of professional terminology, the correct use of language structures, awareness of the sociocultural context, and adaptation of speech to specific communicative situations. The development of foreign language professional competence is a multifaceted process that encompasses the integration of language skills, professional knowledge and cultural understanding. This provides specialists with the opportunity to establish effective interaction in an international professional environment and increases their value on the labour market.

Given the limited coverage of this issue in both theory and practice, we find it essential to define the formation of foreign language professional com-

petence among environment designers as a critical subject for further scientific research.

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### **Шайнер Г. Іншомовна професійна компетентність дизайнерів середовища як предмет наукових дискусій**

Стаття присвячена дослідженню іншомовної професійної компетентності дизайнерів інтер'єру як предмету наукових дискусій. Мета статті полягає в аналізі науково-педагогічної літератури, яка висвітлює іншомовну професійну компетентність як складову професійної компетентності дизайнерів середовища. Виконано аналіз науково-педагогічної літератури, яка висвітлює різні аспекти досліджуваної проблеми. Доведено, що оволодіння різними мовами має важливе значення в умовах глобалізаційних процесів, зокрема й у межах професійної підготовки дизайнерів середовища, що обґрунтовано специфікою розвитку креативної індустрії. Представлено потребу у професійній підготовці дизайнерів середовища до багатогранної та комплексної професійної діяльності у галузі дизайну на основі використання потенціалу суміжних галузей знань (архітектура, психологія, соціологія, менеджмент). З'ясовано, що дослідники вивчають формування іншомовної професійної компетентності у контексті професійної підготовки фахівців за різними спеціальностями, оскільки вона є невід'ємною частиною освіти та кар'єри, що вимагає від людини здатності до ефективного міжнародного спілкування та виконання завдань у мовному середовищі, відмінному від рідного. Зроблено висновки про те, що розвиток іншомовної професійної компетентності вимагає спеціалізованого підходу, який охоплює використання професійної термінології, коректне використання мовних структур, усвідомлення соціокультурного контексту та адаптацію мовлення до конкретних комунікативних ситуацій. Розвиток іншомовної професійної компетентності є поліаспектним процесом, що охоплює інтеграцію мовних навичок, професійних знань та культурного розуміння. Це забезпечує фахівцям можливість налагодження ефективної взаємодії у міжнародному професійному середовищі та підвищує їх цінність на ринку праці. Визначено перспективи подальших наукових досліджень.

**Ключові слова:** дизайнер середовища, професійна підготовка, професійна компетентність, іншомовна компетентність, іншомовна професійна компетентність, знання, навички, професійне середовище.