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PERSONAL-ACTIVITY APPROACH IN TRAINING OF FUTURE DESIGNERS

In conditions of globalization and integration a great deal of graduates of Ukrainian higher educational institutions has found their applications beyond the Motherland.

These days the problem of professionalization and the foreign languages communication is widely discussed by Ukrainian society, the Ministry of Education, the Cabinet of Ministers of the country.

The professional-oriented foreign languages communication finds its reflection into many scientific works in our country and abroad.

Such approaches in the foreign languages training as professional-oriented, communicative, rational and personal-activity are at the disposal of many doers in science, culture and education. The personal-activity approach is the youngest demand for the foreign languages education. The main attitude of this approach is determined to the personal of future specialist, his / her interests, needs, values orientation and subjective experience. Due to this approach in the foreign languages training the dictate, punishment and pushing go far away forever. All training is built on success, positive characteristics of “I am” of future specialist.

The personal-activity approach is available and desired for the professional-oriented foreign languages training of future designers. At many Ukrainian higher educational institutions the professional-oriented training starts on the 3-4-th courses. The classical psychologists from O. Leontev and his follower S. Rubinshtain up to G. Ananiev noticed to the 3-4-th courses of the higher education training future

specialist has become the upbringing person, whose many psychological-physiological functions get the maximum level development. Up to the 3-4-th courses future specialist had felt many psychological, moral and mental feelings. His / her psychological state had become to be stable.

During this period the development of speech activity has been continuing, which gains lexical luxury, contains from complex syntax and grammar structures. It means perfectly, future specialist is able for professional-oriented training, in particular the foreign languages studying.

In the mental correlation of future specialist the great deal needs to pay attention to memory, mental activity and speech activity. The prime receptor for designers is their sight. It is interesting that the clothing designer can define 30-40-ty hues of the black color, while the ordinal person can do 2-3 differences.

In's not a secret, we are able to remember the thing which gives us the most bright feelings, courses the interest. Therefore we can state : the sight impressions and affectations of future designers are sturdy.

They say, once Mark Twain tried to learn the sequence of his presentation. But he couldn't do it perfectly. He suffered from difficulties. Soon he began to take notes and draw the pictures. The difficulties disappeared. The presentation passed successfully. To sum it up, Mark Twain as many creative people had sight-images type of memory. Future designer have the same type of memory, which is available for them from their birth and forms during their professional activities.

Every teacher knows that round tables, lectures, seminars and practical lessons are not effective without presentation application. It means, modern student is a sight-oriented person. It should be remembered.

From abovementioned information we can state : attention, fantasy, creativity, the ability to adapt color, perspective, hues, sense of beauty, taste, activity, autonomy are the objects of the personal aspect of the personal-activity approach, which is

subjugated to the professional-oriented training, in particular, the foreign languages training [2].

The activity component is connected with two aspects in educational training: the teacher's training activities and the student's studying. The teacher's activities include the goal statement, planning, stimulation, organization, control and assessment of the student's work. The student's studying unites assimilation of knowledge, activity, self-control and self-development, autonomy. It is the student's studying: how to adapt the teacher's activities, react on them. The changes in organization forms of the teacher's training depend on all mentioned factors [1].

The integration of the personal characteristics, interaction of the teacher and the student, training on success base, the positive subjective "I am" are the necessity in the professional-oriented training, in particular, the foreign languages training [1].

Future designers training on the base of the personal-activity approach has many definite advantages: 1) cognitive activity through mental and speech work; 2) professionalism development in designers activities; command work; 3) creativity and cognition development, activity potential of future designers; 4) interaction and mutual exchanges of experience, mutual recognition, etc.

On our point of view, we have stated decidedly: why we insist on the fact that usage of the personal-activity approach is thenecessity in the foreign languages training of future designers.

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