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LEARNING STRATEGIES IN INDEPENDENT WORK OF TECHNICAL STUDENTS

Strategic competence acquires special importance in the process of independent work of students of technical specialties. Oxford (Oxford, 1996) believes that the mastery of educational and strategic competence helps students become more independent and autonomous and increases the effectiveness of learning (Oxford, 1996, p. 227). In methodological-scientific literature there are the various classifications of foreign language learning strategies developed by O'Malley (1990), Oxford (1996). In Common European Framework of References (2018) such strategies for productive types of speech activity as planning, execution, monitoring and correction are highlighted (Common European Framework, 2018, p. 78).

In our study, we rely on the classification of Oliynyk (2013), who divides strategies into two groups: educational (direct / indirect) and communicative (compensatory). Direct strategies include mnemonic and cognitive, and indirect strategies include social, affective and metacognitive strategies (Oliynyk, 2013, p. 445). At the same time, the researcher emphasized that indirect strategies can be considered both educational and communicative, because it is advisable to use them not only in the educational process, but also in real communication (Oliynyk, 2013, p. 449 – 450).

Further, we will highlight the strategies most necessary for the formation of English language competence in a professionally oriented monologue utterance. According to the questionnaire conducted among fashion industry specialists and students of this specialty, among the main difficulties of foreign language

professionally oriented monologue speech, the respondents named: 1. Overcoming fear of public speaking (51 %) – emotional and affective strategies; 2. Paraphrasing the statement (46,5 %) – a compensatory strategy; 3. Preparation of a monologue statement (35,6 %) – a metacognitive strategy. Survey data show that compensatory, metacognitive and emotional-affective strategies are the most relevant for professionally oriented monologue speech by fashion industry specialists.

In order to highlight the speech skills of professionally oriented monologue speech, it is necessary to take into account the functional types of monologue utterance inherent to future specialists in the field of fashion industry: monologue-message, monologue-description. The common European Framework of References (2018) at the B 2 level for producing a monologue-message provide the ability to product advice on a full range of issues related to his / her profession (Common European Framework, 2018, p. 71). Therefore, the skills to produce a monologue-message include: 1. the ability to start a monologue, form the main idea / subject of the message; 2. the ability to present logically new information; 3. clearly present your company, product; 4. emphasize the innovativeness of the company's products; 5. tell in detail about the advantages of your company's products over similar competitor's products; 6. systematize information. After analyzing the skills of a professionally oriented monologue-message, we will proceed to the analysis of the skills of a professionally oriented monologue-description. The Common European Framework of References (2018) at the B 2 level for producing a monologue-description provide for the ability to product a clear, detailed description of a wide range of subject related to his / her interests (Common European Framework, 2018, p. 70). We will clarify these skills in accordance with the structure of professionally oriented speech of fashion industry specialists: 1. present your company and its products; 2. describe significant objects or phenomena, their characteristics and qualities; 3. describe the details; 4. clearly formulate the products uniqueness; 5. describe the technological process of articles; 6. systemize information, provide

comments. We consider the relevant skills in more detail according to the learning strategies selected in the process of surveying fashion industry professionals. Thus, 1. – Metacognitive strategies include: * knowledge about the structure of monologue-message, monologue-description; * the ability to plan the utterance: what exactly to express (content) and what speech means should be used to influence the listeners; * the ability to self-monitor and self-correct (Mayer, 2015, p. 273) in the course of a professionally oriented monologue. 2. – The ability to use compensatory strategies includes: * the ability to adapt the statement to one's level of mastery of the formation of anglicized competence (Oliynyk, 2013, p. 450); * the ability to use synonyms, generalization, paraphrasing with insufficient vocabulary but this should not apply to professional vocabulary and terminology. 3. – The ability to use emotional-affective strategies includes the ability to create positive attitudes regarding the formation of competence in professionally oriented speech and overcoming the fear of mistakes during monologue utterance in a foreign language.

To sum it up, in our research we proved the specificity of educational strategies in the independent work of specialists in the field of fashion industry, identified the skills in the formation of English-language professionally oriented competence in studying of future specialists.

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