

UDC 378.016:811.111'243:316.77+81'233]004.031.42
DOI <https://doi.org/10.32782/tps2663-4880/2022.27.2.42>

PRESENTATION METHOD AS A WAY OF FUTURE GRAPHIC DESIGNERS' ENGLISH LANGUAGE COMPETENCE FORMATION

МЕТОД ПРЕЗЕНТАЦІЙ ЯК СПОСІБ ФОРМУВАННЯ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ В МАЙБУТНІХ ГРАФІЧНИХ ДИЗАЙНЕРІВ

Melnyk N.M.,

orcid.org/0000-0002-8162-0951

*Assistant at the Foreign Languages Department
Vasyl Stefanyk Precarpathian National University*

Rudnyanyn O.I.,

orcid.org/0000-0002-4456-5543

*Candidate of Philological Sciences,
Assistant at the Foreign Languages Department
Vasyl Stefanyk Precarpathian National University*

This article focuses on the importance of the English language competence formation among graphic designers by using the presentation method. The need for graphic designers to possess strong English language skills in order to succeed in an increasingly globalized industry is emphasized. The article explores the benefits of using presentations as a tool for developing language skills, and provides practical recommendations for incorporating this method into graphic design education. Overall, this article highlights the crucial role of English language competence in the field of graphic design and offers valuable insights for educators and professionals.

The article also provides practical recommendations for educators on how to implement the presentation method in their teaching practices. These recommendations include providing clear guidelines for presentations, offering feedback on language use and presentation skills, and encouraging students to collaborate and give constructive feedback to each other. The article is a valuable resource for anyone interested in innovative teaching methods for developing language skills in a professional context. The importance of providing clear guidelines for presentations, such as specifying the required length, content, and language level, as well as offering feedback on language use and presentation skills are also emphasized. It is suggested that the providing constructive feedback on students' presentations can help them improve their language skills and become more effective communicators in the field of graphic design. The article provides a detailed analysis of the process of teaching English using the presentation method, including preparation for the presentation, planning and structuring of the material, and the use of appropriate techniques and strategies, such as the use of images, graphs, tables, and other visual aids. Finally, it is suggested that the presentation method can be used in combination with other teaching methods, such as language drills and vocabulary exercises, to provide a well-rounded language learning experience for graphic design students.

Key words: English language competence, competence-based approach, future graphic designers, project method, learning process.

Ця стаття зосереджується на важливості розвитку компетенцій англійської мови серед графічних дизайнерів за допомогою методу презентації. Підкреслюється необхідність міцних знань англійської мови у графічному дизайні для успішної діяльності в дедалі більш глобалізованій індустрії. Стаття досліджує переваги використання презентацій як інструменту для розвитку мовних навичок та надає практичні рекомендації щодо впровадження цього методу у навчання графічного дизайну. У цілому, стаття підкреслює важливу роль компетенцій англійської мови у графічному дизайні та надає цінні підказки для освітян та фахівців.

У статті наведені практичні рекомендації для освітян щодо використання методу презентації у навчальному процесі. Серед них – чіткі вказівки для презентацій, надання зворотного зв'язку щодо використання мови та навичок презентації, стимулювання співпраці між студентами та надання їм конструктивного зворотного зв'язку. Стаття є цінним ресурсом для всіх, хто цікавиться інноваційними методами навчання для розвитку мовних навичок у професійному контексті. Також підкреслюється важливість надання чітких вказівок для презентацій, таких як вказівка на необхідну тривалість, зміст та рівень мови, а також надання конструктивного зворотного зв'язку щодо презентацій студентів для поліпшення їх мовних навичок та ефективнішої комунікації в галузі графічного дизайну. У статті детально аналізується процес викладання англійської мови за допомогою методу презентацій, включаючи в себе підготовку до презентації, планування та структурування матеріалу, використання відповідних технік та стратегій, таких як використання зображень, графіків, таблиць та інших візуальних засобів. Нарешті, у статті наголошується, що метод презентації може використовуватися в поєднанні з іншими методами навчання, такими як вправи на мову та лексику, для забезпечення комплексного досвіду вивчення мови для студентів графічного дизайну.

Ключові слова: англійська мовна компетентність, компетентнісний підхід, майбутні графічні дизайнери, метод проєктів, навчальний процес.

Problem statement. A modern graphic designer must not only have knowledge of professional programs and technologies, but also be a creative, innovative and flexible person who can adapt to the world of rapidly changing technologies and trends, and an important factor in achieving success in a future career is a high level of English language competence. The problem with the graphic designers' English language competence formation is that most professional resources, technical literature, and software related to graphic design are available or presented in English. Therefore, in order to work effectively in this field, it is important to have a high level of English, namely, to understand technical terminology, to be able to read, edit and translate texts, and to communicate with colleagues and clients on a professional level. However, many graphic design students and professionals have an insufficient level of English, which can limit their opportunities in the labor market and hinder their career development.

Objective setting. The purpose of this study is to scientifically substantiate the competence-based approach to the future graphic designers' English language competence formation in higher educational establishments. The task is to reveal the main characteristics of future graphic design specialists' training.

Recent research and publications analysis. The introduction of the concept of "presentation method" in the educational process can be attributed to different authors and researchers. One of the first authors to study the use of presentations in education is Mary Kiley from the University of Maryland. She published a study in 1984 describing the use of presentations in education and their positive impact on student learning.

Later, a well-known author and lecturer in the field of communication at Harvard University, Guy Kawasaki, in his writings, actively promoted the use of presentations as a means of communication and the development of public speaking skills.

Many scientists and educators have studied the presentation method as a means of developing students' English language skills and professional skills. For example, educational psychologist S.K. Gorbenko studied the use of the presentation method as a means of activating students' cognitive processes. Studies have shown that the use of the presentation method increases students' attention and concentration, promotes critical thinking, and improves their English language proficiency.

An applied linguist M.A. Chyzykova studied the use of the presentation method as a means of developing master's students' language competence.

In addition, studies conducted by I.V. Yatsenko and O.M. Cherniak have found that the use of the presentation method in teaching English contributes to the development of communication skills, in particular, the ability to conduct a dialogue and discuss professional topics.

Today, the use of the presentation method is quite common in higher educational establishments and other areas of professional development. Researchers continue to study the effectiveness of its use and develop new methods and approaches to presentation training.

The focus of national methodologists has been on teaching English-language presentation to students of non-linguistic universities. Some methodologists, such as O.V. Popel (2015) for future engineers, N.K. Lyamzina (2015) for future economists and Y.O. Dyachkova (2015) for future lawyers, taught this topic. However, the lack of theoretical substantiation and practical development of the formation of the graphic designers' English language competence formation remained an urgent problem which determines our interest in this topic.

Main material presenting. At the present stage of higher education, the professional training of students of design specialties requires updating its structure, content, forms and methods through the use of a creative approach based on the fundamental principles of the theory of creativity and professional competence of future graphic design specialists. In addition, it is necessary to emphasize the formation of students' knowledge, skills and abilities in visual communication, the language of the graphic sign, as well as the psychology of perception of art objects. A graphic designer is a specialist who designs the object world and creates products necessary for human life. He has a variety of knowledge and is able to fully realize his ideas about the social needs of society in a particular material object. [4, p.8]

In the current context, design teaching at art and graphic design faculties is at a new stage of searching for directions and universal interpretive paradigms. Artistic and technical design is developing especially rapidly, focusing on the creation of graphic objects, development of corporate identity, logo, brand book, packaging design, etc. [2, p. 420].

It is noted that the structure of a graphic designer's readiness for professional activity includes methodological (humanistic, cultural, creative) and pedagogical (cognitive, operational, and personal) components, as well as a creative and competence approach with an integral characteristic. This approach promotes a multimodal perception of creative activity (visual, auditory, kinesthetic), helps

to express emotional and value attitudes towards polyartistic activity and its reflection, to master the methodology of research work, which allows for high-quality solution of creative tasks. The competency-based approach to teaching introduces a universal meta-level that integrates educational outcomes achieved not only through education, but also through social interaction in the interpersonal and institutional cultural context, which helps the individual to apply their abilities, knowledge, skills, attitudes and experience in practical activities. A.V. Khutorsky defines the competence-oriented approach as a method of arranging the educational process that focuses on enabling individuals to acquire a particular level of knowledge and experience. This acquisition should enable them to come to conclusions on various topics, express their thoughts convincingly, and behave adequately in a range of situations. [3, p. 58–64].

The English language competence is very important for graphic designers, especially if they work in an international environment. Some of the English language competency requirements for a graphic designer may include:

Understanding of terminology: A graphic designer should have an understanding of the professional terminology used in the design industry and be able to use these terms in their work.

Communication skills: A graphic designer must have good communication skills in English to communicate effectively with colleagues, clients, and other design professionals.

Reading and writing: A graphic designer must be able to read and understand English-language instructions, resources, and materials that relate to their work. They must also have the ability to write professional emails and other documents in English.

Cultural differences understanding: A graphic designer should have an understanding of cultural differences and be able to adapt their designs to different international markets and audiences.

Professional visualization: A graphic designer must have the ability to professionally visualize their ideas and designs in English, including creating mock-ups, presentations, and other materials.

Preparation for presentations: A graphic designer must have the ability to prepare effectively for presentations of their designs in English, including the ability to understand and use professional vocabulary and terminology, and communicate effectively with the audience.

Self-education: A graphic designer should be prepared to constantly improve their English language skills, as they are key to their professional success.

Various resources can be used for this purpose, such as online courses, textbooks, and other materials.

Students can create presentations describing their creative processes and results to demonstrate their abilities and skills in graphic design. They can also create presentations describing the process of creating a particular design, including the choice of colors, fonts, and other elements.

The presentation method can help students learn how to use various software tools and technologies used in graphic design, such as Adobe Photoshop, Illustrator, Adobe Creative Suite, Sketch, Figma, and InDesign. They can add graphic elements, photos, and other visuals to their presentations, which can enhance their look and grab the audience's attention.

In addition, the presentation method can be used as a means of assessing students' graphic design skills. The instructor can evaluate students using criteria such as creativity and effectiveness of design, use of colors and other visual elements, and ability to present their ideas.

One of the main advantages of the presentation method is that it can be used both in the auditorium and at home, allowing students to learn and improve their graphic design and English skills at their own convenience. To maximize the effect of using the presentation method in the learning process, university teachers can assign students to prepare a presentation on a specific topic, ask them to develop a concept for the presentation, and select appropriate graphic materials. In addition, instructors can provide students with feedback and recommendations on how to improve their presentations. In most cases, graphic designers have to present their projects to clients or colleagues, so having good presentation and communication skills in English is very important. The presentation method can help students develop their culture of interaction with people from other countries and cultures. If students prepare presentations in English about their own culture or other cultures, they have the opportunity to learn more about other cultures and interact with people from different countries, which will contribute to their development as a global citizen.

In addition, the presentation method can help students develop the skills of finding, analyzing, and organizing information, which are essential for working in the field of graphic design. When preparing a presentation, students need to collect and organize the necessary information, select the most important and interesting facts and present them in a logical and understandable way. This contributes to the development of their skills in working with information and increases their efficiency in this

area. The presentation method can help to develop students' creativity and originality. When preparing a presentation, students have to come up with interesting and non-standard ways to present information, which helps to develop their creativity and imagination. In addition, the presentation method can help students discover new opportunities and ideas that can be useful for their future careers in graphic design.

The importance of the presentation method in the developing graphic design students' English language competence cannot be underestimated, teachers can use it in various aspects of the learning process. For example, in the course of teaching English for graphic designers, a teacher can ask students to make presentations on various topics related to graphic design, and discuss and analyze students' presentations to improve their communication skills in English. The presentation method can also be used in practical tasks related to graphic design, for example, when designing logos, advertising banners, websites, etc. Students can present their projects in English, which will help them practice using graphic design terminology and develop their communication skills in English.

To successfully use the presentation method in the auditorium, university teachers can use different approaches and strategies. For example, they can assign students to prepare a presentation in advance so that they have enough time to prepare and research the topic. In addition, university teachers can give students samples of good presentations to analyze and study, or provide training to develop presentation and public speaking skills.

Interaction between students during presentations is also important. University teachers can ask students to work in groups and present joint projects, which will allow them to learn teamwork and develop teamwork skills. Feedback after the presentation is also important, allowing students to receive constructive criticism and advice on how to improve their presentation and communication skills in English.

The presentation method can be used to teach technical vocabulary and grammar in English. When preparing for a presentation, students have the opportunity to learn new technical terms that they need to develop their project. Using new vocabulary and grammatical structures in the context of a presentation can help strengthen grammar skills and improve English language proficiency.

It is also important to increase students' motivation to learn English through the use of the presentation method. Scientists consider motives as an internal driving force that ensures an individual's interest in

activities and activates their efforts in a particular direction [5, p. 401]. L. Podolyak [3, p. 163] believes that it is necessary to exert systematic and purposeful influence on the process of forming positive motivation towards academic activities in students, which determines their further professionally-oriented behavior. Students may be interested in developing their own project and presenting it in English, which can encourage them to actively learn the language and achieve success in this area.

In general, the use of the presentation method in the educational process to develop future graphic designers' English language competence can be an effective way to achieve practical results and achieve the goal of learning English.

Another advantage of the presentation method is the ability to develop students' communication skills. When preparing for a presentation, students learn to create logical and understandable sequences of statements, argue their thoughts and ideas, and interact with the audience. In preparation for a presentation, students have the opportunity to develop their own ideas and concepts, which can stimulate their creativity. In addition, by analyzing and discussing other presentations, students can develop. Since graphic design is an international profession where knowledge of English is essential, the presentation method can be an important element of English language learning for future graphic designers. Using this method can help students learn and consolidate English grammar, vocabulary, and pronunciation, as well as feel more confident in communicating in English.

Using this method will help students develop key skills necessary for successful professional activities in the future, such as communication skills, critical thinking, creativity and independence.

All of these approaches help students develop communication skills in English and use them in practical tasks related to graphic design. This, in turn, helps students to be competitive in the labor market and get a high-paying job in the graphic design industry.

Conclusions. In conclusion, this study highlights the crucial role of English language competence in the field of graphic design and emphasizes the need for graphic designers to possess strong language skills in order to succeed in an increasingly globalized industry. The study has shown that using the presentation method can be an effective tool for developing English language competence among graphic designers. The practical recommendations provided in the article can be used by educators and professionals to incorporate this method into graphic

design education. By developing English language competence through the presentation method, graphic designers can enhance their professional skills and improve their chances of success in the competitive

global market. **The prospects for further research** are seen in considering the ways to use the presentation method in teaching professional communication in English.

REFERENCES:

1. Компетнісний підхід у сучасній освіті: світовий досвід та українські перспективи. *Бібліотека з освітньої політики* / під заг. ред. О. В. Овчарук. Київ: К. І. С., 2004. 112 с.
2. Паньок Т. В. Розвиток вищої художньо-педагогічної освіти в Україні у ХХ столітті : монографія. Харків: «Оперативна поліграфія» ФОП Здоровий Я. А., 2016. 660 с.
3. Подоляк Л.Г. Психологія вищої школи: Навчальний посібник для магістрантів і аспірантів. К.: ТОВ «Філ-студія», 2006. 320 с.
4. Прусак В.Ф. Науково-педагогічні засади підготовки дизайнерів у вищих навчальних закладах України. Сучасні інформаційні технології та інноваційні методики навчання в підготовці фахівців: методологія, теорія, досвід, проблеми. Київ-Вінниця: ДОВ «Вінниця», 2006. С. 450–453.
5. Туркот Т.І. Педагогіка вищої школи: навч. посіб.: реком. МОН України для студентів магістратури вищих навчальних закладів непедагогічного профілю. Херсон, 2011. 608 с.
6. Хуторський, А. В. Ключові компетенції як компонент особистісно-орієнтованої парадигми. Народна освіта. 2003. № 2. С. 58–64.