SUMMARY

Konovalova Liudmyla. Technological concept of organization of teaching future pharmacists pharmacoeconomics at higher medical education institutions.

In the article the technological concept of modernization of the pharmacoeconomics training of the future pharmacists at medical school is substantiated. The possibility of introduction of innovations of the pharmaceutical industry in teaching pharmacoeconomics in training of the future pharmacists in the higher education institutions is analyzed. The technological concept defines comprehensive, integrated combination of the use of innovative educational technologies and innovations of the pharmaceutical industry in organization of training of the future pharmacists at medical schools.

The justified concept of technological modernization of teaching economic subjects in training of the future specialists in the pharmaceutical industry envisages phased and systematic improvement of the process of training in pharmacoeconomics in higher medical education using innovative technologies. The complex includes innovative educational technologies, technology workshops and distance learning. Innovative training courses in the sphere of educational technologies, online training (interactive forms of lectures, practical and seminar classes in pharmacoeconomics), innovative educational technology of distance learning, interactive online lectures, problem webinars on pharmacoeconomics; online conferences for post-graduate students. The substantiation of the technological concept of modernization of the teaching of economic disciplines in the process of training future pharmacists determines the gradual and systematic improvement of the process of teaching future pharmacists pharmacoeconomics in higher medical education institutions using innovative educational technologies.

The technological concept also defines a comprehensive, integrated combination of innovative pedagogical technologies and innovations in the pharmaceutical industry.

Integrated use of technologies in order to improve the concept of organizing teaching pharmacoeconomics the future specialists in the pharmaceutical industry in the system of higher medical and pharmaceutical education is a prerequisite for the modernization of the content and structure of learning as a holistic, systemic process. The concept of technology combines the systematic, complex, integrated application of innovative technologies in the pharmaceutical industry.

Key words: *pharmacoeconomic, future pharmacists, future specialists in the pharmaceutical industry, organization of training, methods of teaching, pharmaceutical industry, technological concept.*

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THE STAGES OF PROFESSIONALLY-ORIENTED MONOLOGUE-PRESENTATION TRAINING OF THE FUTURE DESIGNERS AND CORRESPONDING SYSTEM OF EXERCISES

In the article the stages of professionally-oriented monologue-presentation training of the future designers of Ukrainian higher education institutions are analyzed and defined

clearly. The main general didactic and general methodological, also including the special principles of the professionally-oriented monologue-presentation training are outlined. These principles of learning foreign language presentation on the basis of the personality-activity approach are aimed at developing cognitive-creative potential of the student, who is motivated at continuous learning and self-improvement. The main requirements to the exercises are formed. The examples of the exercise system, which the future designers ought to fulfill while professionally-oriented English language monologue-presentation training are exemplified. Consequently, the proposed methodology carries out six stages in monologue-presentation training and includes the group of interactive, propaedeutic and test exercises aimed to motivate the students. We have practiced the cognitive activity, analytical search, analysis of the logical-structural expression scheme, automation of the use of connectors for super-phrase communication. Consolidation of acquired knowledge is expected in the free students' production of the monologue-presentation. The effectiveness of the system of mentioned exercises based on defined requirements is justified. The use of the method of forming professionally-oriented English language competence in monologue speech (monologue-presentation) requires a high-qualified tutor, an indicator of his progressiveness of professional activity, the focus on the creative development of students as individuals. We see the particular importance in the ability to organize joint activities of the tutor with students, as well as the ability of students to creative work in groups, individually. The tutor must acquire a set of exercises and tasks in order to influence effectively and motivate the students to prepare for such work. The above-mentioned technique is a theoretical and practical basis for teaching the monologue-presentation of the future designers. The prospect of future research is seen in the development of a model for learning the monologue-presentation of the future designers at Ukrainian non-linguistic technical universities.

***Key words:** professionally-oriented foreign language training, monologue-presentation, English language training system of exercises, future designers, monologue-presentation training stages, exercise requirements, general and specific principles of monologue-presentation training, non-linguistic technical higher education institutions.*

Introduction. In the context of globalization, innovation and international integration, European employers are putting new demands for graduates of Ukrainian higher education institutions. This requires improving the formation of not only professional, but also the communicative competence of the graduates. These requests of the society and future specialists are answered by professionally oriented teaching of foreign languages in Ukrainian universities, including non-linguistic faculties.

Analysis of relevant research. Formation and development of skills related to professionally-oriented foreign language monologue is possible with creation of scientifically grounded stages of training and, accordingly, the system of exercises. This problem was considered by such scientists and methodologists, as S. S. Kolomiiets, S. E. Kirzhner, H. V. Kravchuk, E. V. Miroshnychenko, L. H. Morska, N. R. Petranhovska. For the past ten years scientists have paid attention to the problem of foreign monologue-presentation training, namely: O. V. Popel (the future engineers became the subject of research), N. K. Liamzina (the future economists became the subject of research), Y. O. Diachkova (the future lawyers became the subject of research) proved their vision for creating the system of

exercises in professionally-oriented training. The problem of creating scientifically grounded stages and the according system of exercises in professionally-oriented training of monologue-presentation of the future designers remains open.

Thus, the **aim of the article** is to offer the stages of professionally-oriented monologue-presentation training and, accordingly, the specially designed exercise system that meets the general principles of creating exercises for foreign language teaching.

Research methods. The methodology of formation of professionally-oriented English language competence in monologue utterance of the future designers is based on the general didactic and general methodological principles that serve as the basis of education process. These principles are determined by the general purpose, content and methods of training. Let's recall that teaching of foreign languages is carried out on the basis of the following didactic principles: visibility, strength, consciousness, science, activity, up-bringing education, accessibility, system and succession, collectivism, problem developing learning, individualization [3, p. 110].

In modern methodology of teaching foreign languages the following general methodological principles are defined: communication, dominant role of the exercises, interconnected learning of speech activity types, taking into account the native language and culture, autonomy of the student, professional orientation of the foreign language learning communication [3, p. 114].

But the teaching methodology of the English language monologue-presentation is based not only on the generalized methodological principles of teaching foreign languages mentioned above, but also on special principles, the definition, justification and introduction of which will help to increase the efficiency of teaching such type of monologue speech.

Within our research, we share the view of Yu. S. Avsiukevych, who formulated six special principles of business English language presentation teaching: 1) the principle of a gradual transition from the presentation of the text by the sample to the self-presentation without the sample; 2) the principle of modeling the terms of the presentation as close as possible to the reality; 3) the principle of ensuring the teaching of presentation with the technical and software tools for its presentation and implementation; 4) the principle of critical self and mutual evaluation; 5) the principle of the gradual removal of supports; 6) the principle of authenticity of the presentation samples and their minimal modifications [1, p. 92].

To the special principles of teaching presentation we add: 7) the principle of balance of direct connection (DC) and feedback connection (FC): a) DC > FC or DC >> FC – poor absorption of material, the effects of presentation are needed; b) DC < FC or DC << FC – the audience is more prepared for the presentation than the speaker; c) DC = FC – the purpose of the presentation is achieved; 8) the text and audio information correlation principle with addition

of the effect of dynamics, animation; 9) the principle of the creative adaptation to the latest innovative or technological material.

These principles of learning foreign language presentation on the basis of the personality-activity approach are aimed at developing cognitive-creative potential of the student, who is motivated for continuous learning and self-improvement [2].

Organization of training monologue-presentation in many respects coincides with organization of the project work. The signs of the project method resemble the signs of work on the monologue-presentation: 1) orientation on action; 2) work in the team; 3) self-organization of students; 4) situational orientation, correlation with real life; 5) interdisciplinary connections; 6) integrity; 7) product orientation, the evident result. By analyzing the general features of the monologue-presentation of the future designers in contrast to the project work, we distinguish the following ones: 1) work on monologue-presentation at Ukrainian technical higher education institutions starts at the 3–4 courses, when the language level B2 has already been achieved in accordance with the General European Recommendations of language education; 2) the theme of the monologue-presentation coincides with the theme developed by the working English Language Program, which is studied during the Module; 3) the theme of language using is close to the real conditions of the professional activity; 4) at the 3–4 courses of study at Ukrainian universities the students are well-motivated to work independently (individually or in group); 5) demonstration of the prepared monologue-presentation with the support of Microsoft Office PowerPoint is the evident achieved result of the students' work.

So, we define the following stages of teaching foreign language monologue-presentation: 1) introduction of knowledge about the monologue-presentation; 2) work on tools-models of presentation with specially created supports, carrying out logical-structural analyses of constituent monologue-presentation, explication of means of the super-phrase connection; 3) preparation of the text of monologue-presentation with a tutor, with specially created supports, with a role-playing component; 4) independent monologue-presentation on a sample, with partial control of the tutor; 5) independent preparation of a non-sample monologue-presentation in PowerPoint with minimal tutor's control; 6) assessment and discussion of the students activity – the monologue-presentation.

At the initial stage of teaching foreign language monologue-presentation the tutor introduces the students to this kind of work. Before starting to work on monologue-presentation, a future specialist should master the communicative and creative skills. The student has to work with literature, analyze and collect information, learn to freely express his/her thoughts. Thus, for the formation of professionally-oriented English language competence in monologue speech of the future designers, their serious preparation,

knowledge of lexical and grammatical materials, knowledge of means of the super-phrases connection, knowledge of the logical-structural composition of texts are required.

When working on texts-models such important skills are acquired by the students: reading texts with special vocabulary, conducting their critical analyses. It is also necessary to perform linguistic adaptive work on the information from the Internet. At this stage, it is mandatory to work on the use of connectors of the super-phrases connection and the rules for their input into the future presentation text.

The formation and execution of the report, which attracts the most relevant information, is the third and the fourth stages in the monologue-presentation preparation. The report should be clearly structured, should be related to the purpose and objectives. When creating the monologue-presentation, the student should be targeted at the audience in order to optimize the content of the presentation, actualizing the most interesting moments of the report, its duration.

Slides, materials in PowerPoint are served the effectiveness of the implementation of the monologue-presentation. Students apply the knowledge and skills acquired in practical foreign language classes. The monologue-presentation reveals not only certain language skills and knowledge of lexical-grammar material, but also the logic, structured, coherent speech skills, argumentation skills, persuasion, motivation when interacting with the audience and providing answers to possible questions.

The final stage is the evaluation and discussion in the group. During or at the end of each presentation, student-audience receives the Assessment Form. The evaluation is carried out on a four-bit scale (excellent, good, fail, poor).

The use of the method of forming professionally-oriented English language competence in monologue speech (monologue-presentation) requires a high-qualified tutor, who focuses on the creative development of the students as individuals. The tutor must acquire a set of exercises and tasks in order to effectively influence and motivate the students in preparing for such work.

Methodologists N. M. Toptyhina, S. E. Kirjner, I. I. Lypska, N. P. Andronik, T. O. Petrova, V. M. Paustovska, O. L. Krasnovska and others formed the following common demands to the exercises: 1) purposefulness and motivation of the exercise with the communicative-role motivation; 2) communicative, in accordance to which the communicative and the conditional-communicative exercises are used; 3) the variety of exercises aimed at receiving and using information, which are expressed in the inclusion of the educational process – receptive, receptive-reproductive, receptive-productive and productive types of exercises; 4) presence of supports, which are involved in the use of verbal and non-verbal supports; 5) the introduction of various methods of organization (group, individual); 6) multifunctional aspect, which is distinguished between

training and control tasks; 7) correlation with the text; 8) correspondence of the nature of the speech activity, expressed in the direction of the exercises for prepared and unprepared broadcast; 9) compliance with the place of performance involved in the use of exercises [4, p. 103–104].

In the framework of our research, the goal of a set of exercises is to implement the necessary amount and sequence of exercises in the developing the students' abilities to create the monologue-presentation.

In Table 1 we give the types of exercises according to the stage of training.

Table 1

A set of exercises for training monologue-presentation

Stage of training	Type of exercise
1.Introduction of knowledge about the monologue-presentation	Non-communicative, receptive-reproductive; motivated; with full control of the tutor; with specially formed supports; without a game component
2.Presentation of the model of monologue-presentation, its logical-structural analysis	Non-communicative; conditional-communicative; receptive-reproductive; motivated; with partial tutor's management; with specially designed supports; without a game component
3.Preparation of the text of presentation	Conditional-communicative and communicative-productive; motivated; with tutor's management; with supports; with a role-playing component
4.Student's self-preparation with model	Communicative-productive; motivated; with tutor's management; with supports; with a role-playing component
5.Self-preparation of a non-sample monologue-presentation in PowerPoint	Communicative-productive; motivated; with minimal tutor's control; without supports; with a role-playing component

At the first phase of the monologue-presentation we refer to non-communicative, receptive-reproductive; motivated; with full tutor's control; with specially designed supports; without a game-component exercises.

Example 1. The purpose of the exercise is to demonstrate the classical structure of the monologue-presentation and the techniques used in the introduction and the final part of the monologue-presentation.

Task: You are a hard-boiled designer and you are preparing your speech with presentation elements to your clients. Use the following techniques to start and finish your monologue-presentation:

Inroduction techniques: review major points, define terms, review history, make a starting statement, refer to current situation, refer to present occasion; use literary material, use humor, focus on audience, ask questions, appeal to audience's self-interest.

Conclusion techniques: summarize major points, reiterate thesis, return to introduction, aim conclusion to the future, refer to the following speaker, express his/her own intention, use literary material, use humor, ask questions, appeal to audience's self-interest.

At the second stage we pay attention to non-communicative, conditional-communicative, receptive-reproductive exercises. They are motivated, with partial control of the tutor, with specially designed supports, without a game component.

Example 2. The purpose of the exercise is to improve the lexical skills in using special terminology, inherent in the communicative speech situation of the monologue-presentation.

Task: Write a synonym or short explanation for each of the words below: to deliver, to dress up, to inform the audience, to emphasize, to claim, to persuade your partner, to take into account, to conclude; brief, legible, visual, most advanced yet acceptable, authoring, page layout, advertising art, image development, mass production, benefit.

Example 3. The purpose of the exercise is to recognize the connectors of the super-phrase connection.

Task: You are a Book Club member. Find out 19 connectors in the crossword table.

A	B	O	V	E	M	E	N	T	I	O	N	E	D	X
N	T	H	E	R	E	U	P	O	N	X	X	X	E	L
A	L	S	O	X	X	H	X	U	D	H	X	M	S	I
L	S	X	T	X	H	E	N	C	E	E	X	X	C	K
O	T	M	H	F	U	R	T	H	E	R	M	O	R	E
G	I	V	E	N	X	E	H	E	D	E	X	Y	I	W
O	L	X	N	X	X	X	U	D	X	T	Y	E	B	I
U	L	A	S	T	L	Y	S	X	X	O	E	S	E	S
S	U	C	H	X	I	N	D	I	C	A	T	E	D	E

Horizontally: abovementioned, thereupon, also, hence, furthermore, given, lastly, such, indicated.

Vertically: still, then, here, thus, touched, indeed, hereto, yet, described, likewise.

In order to teach the students to combine language units of phrasal level into extra-phrase unity (conditional-communicative exercises), we must organize exercises for the explication connectors in the sample-text, to realize and analyze the use of such markers.

Example 4. The purpose of the exercise is to systematize knowledge about the use of connectors, act automatically with speech material. We use conditional-communicative, receptive-productive exercises. The form of

interactive technology is a game. The following types of cognitive activity are expected: analytical search, reproductive-descriptive and productive-descriptive activity. Used reception is a short message. A pair of students is offered. The following algorithm strategy for the tutor is used:

1. Divide the group of the students into the pairs.

2. Check any students of any pair on preparing to the class any rhyme.

3. Ask another student of the pair to use the appropriate connectors to consolidate the poem

4. Ask students of the pair to change the poems.

5. Offer such work to all the pairs. Give 10 minutes.

6. Check students' preparation in terms – "Stream".

7. Discuss and proclaim the winners.

The Mill	Tommy Tittlemouse
When the wind blows,	Little Tommy Tittlemouse
Then the mill goes.	Lived in a little house;
When the wind drops,	**And also** he caught fishes
After that the mill stops.	In **other** men's ditches.

At the third stage in preparing the text of monologue-presentation with a tutor, we use conditional-communicative and communicative-productive exercises. They are motivated, with partial control of the tutor, with specially created supports, with a role-playing component.

Example 5. The purpose of the exercise is to teach students to construct mini-monologues themselves (4–6 sentences).

Task: Present your mini-monologue to the class: inform your partner/persuade your partner/inspire your partner/entertain your partner etc.

Example 6. The purpose of the exercise is to train the students gradually (through creation of mini-monologues) to construct a general monologue of advertising (13–20 sentences) and written support. The type of interactive technologies is "Tree of Decisions". The following types of cognitive activity are carried out: receptive-productive, creative, search, problem-oriented ones. It applies to the expression of thoughts in the form of mini-monologues. The following strategy-algorithm for the tutor is proposed:

1. Proclaim the problem.

2. Divide the students into small groups.

3. Each group prepares its mini-monologue to present it to the class in 15 minutes.

4. Each group solution if it is settled in the class adds the branch of a Tree on the blackboard.

5. Sum up the groups work to receive the result – the general-monologue-presentation and the full-arranged Tree on the blackboard.

6. Discuss and make a note whose mini-monologue was the best and creative.

Communicative-productive exercises are carried out at the fourth stage in teaching foreign language monologue-presentation. Such exercises are motivated, with partial management of the tutor, with specially created supports, with a role-playing component.

Example 7. The purpose of the exercise is to develop the ability to prepare the introduction and the final part of the text of the monologue-presentation.

Task: Prepare an introduction and conclusion to one of the given situations.

Example 8. The purpose of the exercise is to develop the ability to produce the monologue-presentation.

Task: You are a designer at the Design-Bureau of a well-known Fashion House. You have just prepared the latest fashion collection. Then you are going to perform a fashion show and promote your own product. Learn about your potential clients and competitors and present the information in class at the simulation business meeting. Limit your speech up to 2 minutes.

The following information may help you to prepare your presentation required by the above-mentioned task.

- *What design elements and colors are preferred in this season?*
- *What silhouette is powerful for ready-made clothes now?*
- *What prices are your clients willing to pay?*
- *What are your clients and where do they usually buy their clothes?*
- *When do they buy the best?*
- *How often and how much do they buy?*

Example 9. The purpose of the exercise is to improve the ability to produce the monologue-presentation.

Task: Make up the presentation text on Web-design innovations using the basic principles of presentation: structure, prioritization, visual materials, body language, verbal and non-verbal cues, typical phrases and clichés used to attract and retain the attention of the audience.

*In **Introduction** tell the audience what you are going to say in your presentation.*

*In **Main part** tell your audience all the information you want to pass on them.*

*In **Conclusion** repeat to the audience the key points of your presentation.*

*In **Question part** let's respond the questions from your audience.*

For planning and presentation use the following questions:
- *Why am I doing it?*
- *Who am I making it for?*
- *How will I do it? And make sure: "Success comes to those who are well-prepared to achieve it".*

According to our methodology, the fifth stage of monologue-presentation training includes self-training of this type of monologue without a

sample in PowerPoint. For this stage, it is proved the typical communicative-productive, motivated, with minimal tutor's control, without support, with a role-playing component of the exercise.

Example 10. The purpose of the exercise is the free production of the monologue-presentation.

Task: Make the monologue-presentation on modern styles of Photo @ Video design according to the main purpose of the presentation: to make presentation so that the audience will remember you and your performance; to plan presentation allowing for the audience to achieve the goal; to use different tools depending on the situation; to hold the audience's attention; to effectively respond to the questions and objections.

- *What is an input from various teams when creating your presentation?*

Draft a proposal in slides with key objectives and project milestones. Then share the presentation with your team so everyone can create content simultaneously, see edits in real time and provide feedback.

Consequently, the proposed exercises from the methodology developed by us for teaching English language monologue-presentation of the future designers reflect the final result – free production of this type of monologue by the students. Students feel that monologue-presentation that they have formed can be applied in the real field of professional activity.

We have determined that the final stage of the monologue-presentation work is to discuss the results in the group and evaluate them. We have developed the following criteria for evaluating the monologue-presentation: 1) correspondence of the expression of situation of communication, its purposefulness and addressability; 2) connectivity and logic of the statement; 3) non-verbal and verbal correctness of the monologue; 4) correspondence of the statement to the chosen type of monologue; 5) scope of monologue utterance. We define that mutual control in teaching the monologue-presentation provides a timely feedback ("tutor – student") and aims to improve the learning process. The process of discussion and mutual evaluation allows the students to correct quickly the ability to create monologue-presentation.

Results. The proposed methodology carries out six stages in monologue-presentation training. Training groups to do interactive, propaedeutic and test exercises is aimed at motivating students for cognitive activity, analytical search, analysis of the logical-structural expression scheme, automation of the use of connectors for super-phrases communication. Consolidation of the acquired knowledge is in the free production of the monologue-presentation.

Conclusion. The above-mentioned technique is a theoretical and practical basis for teaching the monologue-presentation of the future designers. The prospect of future research is seen in the development of a model for learning the monologue-presentation of the future designers at Ukrainian technical universities.

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АНОТАЦІЯ

Корнєєва Ірина. Етапи навчання професійно-орієнтованого монологу-презентації майбутніх дизайнерів і відповідна система вправ.

У статті проаналізовано та названо етапи навчання професійно орієнтованого монологу-презентації майбутніх дизайнерів українських вищих навчальних закладів. Окреслено загальні дидактичні, загальні методичні та спеціальні принципи навчання професійно орієнтованого монологу-презентації. Визначено основні вимоги до вправ і наведено приклади системи вправ, які майбутні дизайнери повинні виконувати під час навчання професійно орієнтованого англомовного монологу-презентації. Обґрунтовано ефективність системи вправ з урахуванням визначених вимог.

Ключові слова: професійно орієнтоване іншомовне навчання, монолог-презентація, система вправ англомовного навчання, майбутні дизайнери, етапи навчання монологу-презентації, вимоги до вправ, загальні та спеціальні принципи навчання монологу-презентації, немовні технічні навчальні заклади.

РЕЗЮМЕ

Корнеева Ирина. Этапы обучения профессионально ориентированного монолога-презентации будущих дизайнеров и соответствующая система упражнений.

В статье проанализированы и обозначены этапы обучения профессионально-ориентированному монологу-презентации будущих дизайнеров украинских высших учебных заведений. Описываются основные дидактические, основные методические и специальные принципы обучения профессионально-ориентированному монологу-презентации. Определены основные требования к упражнениям и приведены примеры системы упражнений, которые будущие дизайнеры должны выполнять во время обучения профессионально-ориентированного англоязычного монолога-презентации. Обосновывается эффективность системы упражнений с учетом обозначенных требований.

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ДІАГНОСТИКА СТАНУ ПЕРСОНІФІКОВАНОЇ ПРОЕКЦІЇ ВОКАЛЬНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ МУЗИКИ

У статті уточнено поняття персоніфікованої проекції вокальної підготовки майбутніх учителів музики, його компонентна структура. Актуалізовано проблему діагностики зазначеного феномену. Представлено критерії, показники оцінювання, відповідні до них методи та логіка шкалування. Критеріями визначено: гностично-операційний, ціннісно-вибірковий, комунікативно-творчій. Розкрито основні процедури діагностики: анкетування, педагогічне спостереження, тестування та спеціально розроблені завдання. Подано отримані результати розподілу досліджуваних за рівнями: високий – діалогічно-усвідомлюваний; середній – досвідно-накопичувальний; низький – технологічно-орієнтований.
Ключові слова: *вокальна підготовка, персоніфікація, персоніфікована проекція вокальної підготовки майбутніх учителів музики.*

Постановка проблеми. Наше дослідження присвячено проблемі застосування технології персоніфікації у вокальній підготовці майбутніх учителів музики. Актуалізувавши технологію персоніфікацію як засіб підвищення її якості та відповідності сучасним мистецько-освітнім парадигмам, зокрема гуманістичній, культурологічній, компетентнісній, комунікативній, було введено поняття «персоніфікована проекція вокальної підготовки майбутніх учителів музики». Воно позначає узагальнену якість вокальної підготовки, що характеризує спрямованість особистості майбутнього вчителя на засвоєння зовнішніх культурних процесів, зв'язаних із вокальними творами та мистецтвом у цілому через їх відображення в образах героїв (персоналіях) та внутрішніх творчо-психологічних процесів вокального виконавства й вокально-педагогічної діяльності через осягнення власних персоніфікованих можливостей. Ці напрями й визначають сутність поняття «персоніфікована проекція вокальної підготовки майбутніх учителів музики». Така проекція спрямована на підвищення якості вокальної підготовки студентів, у її координатах функціонують три компоненти: