

# Distance learning and formation of professionally-oriented English-language competence in monologue-presentation of footwear students

I. Kornyeieva

Kyiv National University of Technologies and Design, Kyiv, Ukraine  
Corresponding author. E-mail: connector0014@gmail.com

Paper received 04.04.22; Accepted for publication 25.04.22.

<https://doi.org/10.31174/SEND-PP2022-265X103-05>

**Abstract.** Modern world has been changing a lot. Innovative technologies, modern employers' demands, conditions of life and surroundings impact on every sphere of humans' being. In particular, there are new forms in education: online studying, distance learning, self-education. In the conditions of Covid-19, distance learning acquires new characteristics. Among them: flexibility, time and cost saving, no commuting, convenient learning. Moreover, distance learning is in great demand for foreign students, who want to obtain a diploma of higher education from prestigious educational institutions, without leaving the country. Of course, modern distance learning has a number of disadvantages, but the advantages are much greater. In our paper we proved that in modern society, with its fast pace of life and the development of information technology, distance learning is developing more and more and may soon become the most common form of education. In foreign languages education professional orientation has the main role. Among professional qualities, modern specialist must be also foreign languages qualified to solve the context and logic of technological processes of professional work and communication. In our research we proved the importance of formation of professionally-oriented English-language competence in the monologue-presentation of modern technical students.

**Keywords:** *distance learning, professional orientation, professional communication, English-language competence, technical students, higher educational institutions.*

**1. Introduction.** Nowadays, many aspects of our life are transferred to the Internet. These are accelerating the pace of development of the information society and overcoming geographical barriers. Education is not the exception [8]. It is no longer necessary to be nearby the tutor. Distance learning activities involve the organization of the educational process using distance learning technologies and broadcast by videoconferences, educational training, online presentations and other activities.

Distance learning is a technology based on the principles of open learning, widely uses computer training programs for various purposes and modern telecommunications in order to deliver educational material and communicate directly at the location of students.

At the disposal of the students are e-mail, web-conferences, forums, Skype, tool environments for creation training programs, modular environments for studying, and its assessments, various methodological databases.

## 2. Methods and Material.

**2.1. Methods.** To solve the problem of distance learning and the formation of professionally-oriented English-language competence in the monologue-presentation of technical students, we used the following research methods: *theoretical* – critical analysis of domestic and foreign psychological, pedagogical, linguistic and methodological sources on the research topic; educational documents; methods of system-structural analysis and synthesis, modeling method; *empirical* – surveys of tutors and students in order to identify their attitudes to distance learning and the peculiarities of its learning in various higher education institutions; scientific observation of the distance learning organization and mastering of professionally-oriented English-language competence by technical students; experimental training, qualitative and quantitative analysis; *methods of mathematical statistics*.

**2.2. Analysis of last researches.** The variability and rapid development of the modern world require the training of professionals capable of life-long learning, continuous improvement of acquired knowledge, skills and abilities. Significant opportunities in the formation of readiness and

desire of graduates for continuous self-improvement and self-education are opened by distance learning, which not only helps future professionals to master the professionally-oriented English-language competence, but also provides students with distance learning experience. In addition, the personality-oriented paradigm that underlies continuing education involves the development of the personal potential of each student. Distance learning makes it possible to build learning on the principle of individual development, which creates favorable conditions for the formation of professionally-oriented English-language competence. It provides proposed by the tutor and selected by the student methods, techniques, tools according to individual needs, abilities, preferences.

Modern model of the education process involves not only the knowledge transference, organized by the tutors to students, but also encourages future professionals to individual work and in the process of interaction with other subjects of the education process to acquire knowledge, skills and abilities that will increase students' autonomy. The development of student autonomy should be considered, on the one hand, as necessary condition for effective learning, and, on the other hand, as an important requirement for ensuring readiness (psychological and methodological) to learn throughout life.

Distance learning of students in mastering professionally-oriented English-language competence should be carried out in the process of their active cognitive activity, taking into account their interests, needs and opportunities, based on the use of modern technologies, methods, tools to develop students' reflexivity and activity [2, 4, 9, 10].

Despite the significant interest of researchers to the problem of distance learning in the context of covid-19, at the present there is no research on the organization of distance learning of footwear specialists in mastering professionally-oriented English-language competence in monologue-presentation training.

The relevance of our study is due to: 1) the need for quality organization of the process of future professionals training, taking into account modern requirements for the level

of training and the level of autonomy of graduates; 2) the growing share of distance learning in covid-19 reality; 3) the exceptional role of distance learning in mastering the professionally-oriented English-language competence of footwear specialists formation of readiness to learn throughout life, personal development of the student; 4) lack of research on the mastering of professionally-oriented English-language competence of footwear students in distance learning.

So, the **purpose of the study** is to ground, to make methodic on formation of professionally-oriented English-language competence of footwear students in distance learning.

The **object of research** is the process of professionally-oriented English-language competence formation in distance learning of footwear students.

The **subject of research** is methodic of distance learning of footwear students in monologue-presentation.

Theoretical and methodological basis of the research are the general provisions of higher school didactics and methods of foreign languages teaching, methodological principles and approaches of scientific and methodological research, namely: the provisions of modern pedagogy, psychology, psycholinguistics and general methods of teaching foreign languages (I. L. Bim, L. S. Vygotsky, I. O. Zurnya, M. I. Zhinkin, G. O. Kitaigorodskya, O. O. Leontiev, O. M. Leontiev, T. I. Levchenko, O. I. Lokshyna, O. R. Luria, A. P. Maksimenko, U. I. Passov, V. L. Skalkin, J. A. Aitchinson, C. Brumfit, R. L. Greene, D. H. Hymes, W. A. Wickelgren, etc); theoretical approaches to the organization of distance learning (I. Z. Adamova, T. I. Golovachuk, P. V. Dmitrenko, N. V. Dniprovskya, S. S. Hromov, J. C. Stobart, Michael Young, Willy Russell, Hasson V. George, etc.)[3].

The problem of professionally-oriented teaching of foreign languages is covered in the works of such domestic scholars as O. Ivanova, L. Knodel, O. Kovalenko, O. Kuznetsova, P. Obraztsov and others.

The study of such aspects is devoted the works of the following foreign scientists as E. Brewster, H. Gederer, S. Jacobson, G. Eglof, W. Kohonen, R. Lampola, A. Lundt, M. Makosh, B. Moreau, B. Rushoff, K. Stenberg.

In the last 10 years the research of many scholars has focused on solving the problem of teaching foreign language presentation speech (R. Adler, J. Billingham, J. Comfort, J. King, M. Powell, J. Ring).

Despite the significant interest of modern researchers to the problem of professionally-oriented learning of monologue-presentation in foreign languages we consider the lack of explorations of such aspects in distance learning of technical students. Thus, the theme of our research seems to be very actual nowadays.

**3. Results and discussion.** Distance learning is a set of modern technologies that provides information delivery in an interactive mode through the use of information and communication technologies from those who teach to those who learn [5].

The main principles of distance learning are interaction in the process of work, giving students the opportunity to independently master the research material, as well as consulting support in the process of research activities.

Distance learning makes it possible to study at a distance, with the help of access from experts from several countries, in the absence of a tutor. The main role in distance learning is played by modern information technologies.

In Europe in the late 17-th century, with the advent of regular and affordable mail, there was a “correspondence training”. Historically distance learning originated most likely in 1840, when Isaak Pittman offered mail-based education for students in England. In 1858, Charles Tusse and Gustan Langenschwedt began teaching the language by correspondence in Germany. Students received teaching materials by mail, corresponded with teachers and passed exams to a proxy or confirmed the level of education in the form of scientific work.

The end of the 19-th century is characterized by rapid technological growth, the presence of the telegraph and telephone. But there are no reliable facts about their using in education. At the same time, the era of “correspondence education” continues. A large number of educational institutions around the world have led and are still leading it.

The advent of radio and television has changed distance learning methods. It was a significant breakthrough. The audience of training has grown hundreds of times. Educational TV-programs that have been running since the 1950s have become popular. However, television and radio had a significant drawback – it was not possible to provide the student with real-time feedback.

In 1969, the University of Distance Education, the Open University, was opened in Great Britain. It was named to show its affordability at a relatively low cost and the lack of need to attend classes often.

Other well-known universities of our period in the distance learning program: University of South Africa (Status of distance education institution since 1946), Gauguin Correspondence University (Germany, founded in 1974), ITEC-college (Cape Town, South Africa since 1972 as a branch of ICS International Correspondence Schools), National University of Distance Education (Spain, 1972), National Technological University (USA, 1984, implemented distance education programs in engineering).

In the late 1980s, the advent of personal computers gave a new impetus to the simplification and automation of the learning process. Computer training programs appeared on the first computers in the form of games.

In the 21-st century, the availability of computers and the Internet make the spread of distance learning even easier and faster. The Internet has become a huge breakthrough, far greater than radio and television. There was an opportunity to communicate and receive feedback from any student, wherever he was. The spread of the “fast Internet” made it possible to use online seminars for training.

In Ukraine, the date of the official start of the distance learning introduction can be considered January 21, 2004, when Order № 40 of the Ministry of Education and Science of Ukraine introduced the “Regulations on Distance Learning”, which initiated the introduction of new technologies in education.

Khan-Academy became one of the first large distance learning centers to distribute its materials via the Internet. Its author, Salman Khan, began sharing his own video lessons for his cousin. Later, when the lessons became very popular and millions of views on YouTube, Khan created a separate training center.

In Ukraine, there are several examples of large distance learning centers that are specialized in preparing students for external evaluation in university courses. One of the largest is Prometheus – a project of mass open online courses.

In 2007, the first State International Ukrainian School in Ukraine was opened, which gives to the students living outside Ukraine the opportunity to obtain education and official documents of the state standard. In addition, there are several private schools in Ukraine with distance learning and external studies, which can be attended by those children who live in Ukraine, but due to certain circumstances are not able to attend regular schools.

In Ukraine, distance education has been implemented for over 10 years. The starting point can be considered 2002, when the Ministry of Education and Science of Ukraine introduced an experiment in distance learning.

One of the opportunities opened up to the education system and society in general was the introduction of distance education, the first approved by the Cabinet of Ministers of Ukraine the Distance Learning Development Program 2004 – 2006 (CMU Resolution of 23.09.2003 № 1494).

In order to implement the program, the first Regulation on Distance Learning was developed, approved by the order of the Ministry of Education and Science of Ukraine dated January 21, 2004 № 40. With the development of technology in 2013, a new Regulation on Distance Learning is approved.

The first general secondary education institution in Ukraine to receive a license to conduct educational activities without a full-time format was the Center for Education “Distance School “Optima”.

Today, the procedure for organizing and implementing distance learning is determined by the Regulations on Distance Form of full general secondary education, approved by the Order of the Ministry of Education and Science from 08.09.2020, № 1115.

In the 2019 – 2020 academic year, there were 182 schools, in which, in particular, there were students in distance learning. At present, according to the operative information of local authorities in the field of education, there are already 233 such schools. Among them – 185 general secondary education institutions of communal ownership and 48 – private ones. 19 privately owned schools provide distance learning only.

In conditions of covid-19 reality human societies decide the alternative of students’ learning on the distance online side. In such conditions all the educational institutions work online or use distance learning. However, online distance learning emphasizes more on theoretical aspects than on interaction between tutors and students. Practical aspects of learning are in passive. More students found class-work far more effective than the distance learning. But some students are persuaded in beneficial role of distance learning in studying abroad. This way distance learning is time saving and economic. For example, if you are a Nepali student who wants to get an Australian degree in business management. You can stay at home and study online. Distance learning is beneficial. So, modern distance learning has its own advantages and disadvantages.

We see the following advantages on this issue: 1. No commuting; 2. Flexibility; 3. Time and cost saving; 4. Convenient learning. From the list of disadvantages, we consider: 1. Lack of social interaction; 2. Complicated technology; 3. High chances of distraction; 4. Questionable credibility of online degrees, etc.

As we can see, the biggest benefit of distance education is that it allows access to the largest number of learning tools

without spending extra money. More and more students are persuaded in effectiveness of interaction through video-conferences, webinars, seminars, which improve the ability to acquire and retain their knowledge. Finally, distance learning can be the brilliant option for working students [4].

From above-mentioned information we have made the following outcomes:

1. Distance learning has a number of disadvantages, but the advantages are much greater. For Ukrainian students, for example, there is a prospect of obtaining a diploma of higher education from a prestigious foreign educational institution, without leaving the country. It saves time and money.

2. There are countries with the highest level of development and accessibility of distance learning, and for international students as well – the United States and the United Kingdom.

a) In the UK, the first distance learning university was established in 1969. Today the “Open University” is known in the world. In the UK it has 13 training centers. In terms of the quality of education, it is among the top 5. 225 thousand students study remotely at the university. Almost all universities offer distance learning programs for students, which is also available to foreigners.

b) Today, almost all US higher educational institutions can offer distance learning. Communicating and learning with the help of a computer has become commonplace for most US students. According to the report by Jones International University (USA), by the end of 2004, 90 % of universities and colleges already had open web courses; by the end of 2006, more than 5 million students were educated online. According to the forecast of the same university, the number of people wishing to use distance learning in the country in 2006 amounted to 23 million, and in 2011 reached 44 million people.

3. In modern society, with its fast pace of life and the development of information technology, distance learning is developing more and more and may soon become the most common form of education [4].

As an integral part of the educational process, professionally-oriented training creates conditions for the formation of professional competence of the future specialist.

Professional competence of a specialist in situations of foreign language communication is a complex multicomponent socio-professional structure, integration of his / her professional-subject and foreign language knowledge, skills, professional motives and emotional-volitional qualities formed as a result of experience in solving problems in the context and logic of technological processes of professional work [2].

The normative professional framework is determined by the goals, methods, evaluation criteria specific to each type of practical activity. Professional communication, because it is carried out through special knowledge, regulated by set of codified norms, established rules, quite clear and definite, which people learn during special training [2].

The formation of future technical specialists’ foreign language competence in monologue speech is a complex multifactorial psychological process associated with operational and long-term memory, thinking and speech mechanisms.

According to a study by experts, only 28 % of the average graduates of the higher educational institutes meet the requirements of employers for functional knowledge. 41 % of

respondents note the lack of practical skills of effective monologue-presentation.

Monologue-presentation as a type of foreign language monologue speech is considered to be an effective means of overcoming the language barrier, development of correctness and flow of speech, learning to form a coherent text.

The term "presentation" has English origin and is interpreted as the process of acquainting listeners with a topic. It is usually a demonstration, lecture or speech to inform or persuade someone. The presentation contains three components: the speaker's speech, slides, handouts.

Survey of 30 tutors of the Philology and Translation Department at the Kyiv National University of Technologies and Design revealed the need to teach students to write a monologue-presentation in the course of learning foreign languages (90 % respondents). 100 % of the surveyed tutors consider it important to teach students a foreign language monologue-presentation.

3-rd year footwear students expressed a positive opinion (87,50 % of respondents) that it is necessary to have a special training course in English to prepare an English-language presentation.

In order to successfully teach students of foreign language monologue-presentation, it is necessary to take into account their skills and abilities important for the presentation and conduct of it. These are: a) ability to implement the communicative intention in accordance with the tasks and conditions of communication; b) the ability of structural and compositional design of the statement; c) the ability to implement the tactics of oral public speaking.

To prove our theory on formation professionally-oriented English-language competence in monologue-presentation of footwear students we present our methodic based on the system of tasks.

**Example 1.** Goal – improving the skills of correct use of phonetic phenomena and the most commonly used intonation models.

Task: Listen to the text "My specialty" and remember the pronunciation of the new professional words and phrases:

**I. Read and remember the words:**

1. undergraduate – студент вищого навчального закладу освіти
2. graduate – випускник вищого навчального закладу освіти
3. postgraduate – аспірант
4. specialty – спеціальність (освіта)
5. footwear – взуття
6. gateway – ворота, вхід, шлях
7. psyche – душа, дух
8. to reflect – віддзеркалювати, відображувати
9. touchstone – пробірний камінь
10. to evoke – викликати, пробуджувати
11. output – промислова продукція, випуск, виготовлення
12. outsole – підметка
13. shank – вузька частина підошви між підбором і підметком
14. heel – підбор
15. stiletto – тонкі підбори, шпильки
16. wedge – черевики танкетки
17. Cuban heel – прямокутний підбор
18. last – колодка, копил
19. lining – устілка, підкладка

20. properties – риси, властивості

21. leather – шкіра

22. tanning – дублення

23. finishing – обробка, оздоблення

24. clicking – заготовлення

**II. Read and remember the following phrases:**

1. the upper of a shoe – верх взуття
2. the lower of a shoe (bottom parts) – низ взуття
3. part and parcel – основна (невід'ємна) частина
4. general image – зовнішній вигляд
5. wear's status – положення носія у суспільстві
6. a personal record of one's life – особисте досягнення (доробок) у житті
7. a means of shedding the past – спосіб відкидати минуле
8. refined complicated model – досконало розроблена усучаснена модель

Listen to the text "My specialty" read by the announcer and hold up your hand every time you have recognized the upper-read and remembered words and phrases.

**My specialty**

Every undergraduate, graduate and postgraduate of KNUVD may convict you in starring role of Light Industry in modern life.

My future specialty is footwear designing. This specialty has become very popular nowadays. People have always wanted to be nicely dressed. And a pair of good shoes of high quality is part and parcel of your general image. Eyes may be the windows to the soul, but shoes are the gateway to the psyche. Shoes have always reflected the wear's status and economic position. Shoes not only reflect social history, they are a personal record of our lives – touchstones that evoke a time, a place, the emotion. Shoes are a force for change, a means of shedding the past and buying into the future. Shoes have always been constantly changing but such things as quality, elegance and functionality are the synonyms to the well-made shoes. Shoes must be not only beautiful and smart but comfortable as well. It is really difficult to create something new especially when the history of shoes goes back to the Ice Age (5 million years ago). They have developed from their primitive forms to the refined complicated models. The anatomy of a shoe can be divided in upper and lower or bottom parts. Sections of the upper include vamp, quarter, toebox, throat, insole and topline. The bottom sections consist of outsole, shank and heel. Besides, the heels can be of various forms and heights, from a stiletto to a wedge or Cuban heel, for example. More than 100 operations go into the construction of a shoe. The first and the most important step is the creation of a last. Among the other elements of comfort are the linings. They influence fit, moisture disposal, softness and cushioning and thermal properties which can be used in conjunction with the properties of the upper. It's not a secret that the best material for shoemaking is leather. But not every person knows that before being used as a proper material for shoe manufacture it goes through tanning, finishing, clicking and other operations. So the process of footwear construction is very complicated one. It requires much knowledge. To become a good specialist in my field I study lots of different subjects. They are sometimes difficult but very interesting and I am ready to overcome all the difficulties of my study to become a really outstanding footwear designer.

While studying at KNUTD, the students study classification of footwear materials: according to origin, to the methods of production, chemical composition; their properties and application. Through this kind of knowledge undergraduates realize the footwear materials properties. They are very skilled in technological processes of footwear output installation and computing. All this knowledge is proved on special subjects: the System of footwear production, Fundamentals of technologies of footwear goods, the Technology Theory, Equipment and Maintenance of footwear enterprises. Besides special subjects KNUTD offers Humanities, Fundamentals of general and technical subjects, Economics, Planning and Management of Light Industry Enterprises.

The practical training and laboratory works are done in the laboratories equipped with modern installations and devices at KNUTD and modern enterprises. All these help to turn the students into a highly-skilled footwear designer and technologists ready for independent work.

Our university is proud of graduates, who have taken the posts of engineers, technologists, chief engineers, well-known designers, directors of organizations and enterprises, and hope the students would try to do their best to put into practice all the knowledge and skills they had obtained during the years of their studying here.

**Example 2.** Goal – formation of skills of using speech formulas, lexical units necessary for further presentation.

Task A: Underline the special words and phrases on the subject “My specialty”. Complete the sentences with the words from the text:

1. The specialty of footwear designing ... nowadays.
2. Good shoes are ... of your general image.
3. Shoes must be not only ... but ... as well.
4. The anatomy of a shoe can be divided in ... parts.
5. The bottom sections consist of ... .
6. The heels can be of various forms, for example ... .
7. More ... operations go into the construction of a shoe.
8. The best material for shoemaking is ... .
9. To become a good specialist in my field I study ... .
10. The practical training at ... help the students to turn

into a highly-skilled engineers, designers and technologists ready for independent work.

Task B: Find English equivalents to the words:

студент вищого навчального закладу освіти, аспірант, освітня спеціальність, взуття, викликати (пробуджувати), верх взуття, основна (невід’ємна) частина, усучаснена модель, промислова продукція, підбор, черевики танкетки, колодка, дублення, устілка, шкіра (для виготовлення взуття).

Task C: Make up sentences with the terms:

graduate, to evoke, the lower of a shoe, outsole, stiletto, last, properties, lining, leather, finishing, heel.

Task D: Give definitions to the words:

specialty, footwear, heel, lining, leather, finishing, footwear designing

**Example 3.** Goal – formation of skills of logical-structural construction of the content of the monologue-presentation-report.

Task: Listen to the presentation “Footwear designing”, read it and make up a scheme of the given presentation. Use the support table “Scheme of monologue-presentation” given below.

Good afternoon, ladies and gentlemen. I appreciate your attention to my presentation. The subject of presentation is “Footwear designing”. Look around your colleagues. What do they wear on? Perhaps there are dress and casual shoes, work boots and athletic footwear.

### Footwear designing

Creation of footwear requires a combination of imagination, style and taste, backed up by technical know-how. These are the main requisites for the profession of shoe designer.

Some of the special skills needed to be a footwear designer include knowledge of basic footwear pattern drafting, illustration and technical drawing, computer skills and marketing competencies. These skills are taught in a good footwear design program.

A footwear designer should be curious and be able to spot current and new fashion trends. Paramount is the ability to visualize, conceptualize and create. Most designers either have their own company or design for another company using their name on the label, e.g. “Designed by Sandra Choi for Jimmy Choo”. A footwear designer’s salary can start at \$ 45 000 and senior footwear designers can earn over \$ 100 000. Salary ranges can vary widely, dependent on the name and volume of the company.

There is no typical day for footwear designer.

A designer starts a collection based on series of lasts and heel heights and shapes. There might be more than one construction in the collection. The collections can be based on a theme, silhouette, material, color, ethnic or cultural influence. After designing mini groups within the collections, materials and colors are chosen. The collection then undergoes a continuous editing process. Designers work closely with last, heel and sole factories, tanneries and textile firms as well as jewelry, ornament and trim suppliers.

It is essential for a shoe designer to be exposed to what’s going on in the global fashion world, what other designers are doing, but most of all, to what’s happening in the streets.

At least two months prior to creating a new collection, a good designer should be travelling to New York, London, Paris, St. Tropez, Milan, Florence and Tokyo to track all types of footwear trends.

They should attend all the important leather and footwear component fairs and textile exhibits. The retail scene should be examined monthly for upcoming trends. They should also attend regional meetings with sales representatives to determine what is actually being sold.

Shoe design students obtain a comprehensive view of the footwear industry, as well as all the essential elements of what it takes to succeed. They learn how to express both creative talents and technical skills while acquiring a working knowledge of how to design, produce, merchandize and market footwear.

There are excellent schools which teach the art of shoemaking, where inspiring shoe designers can perfect their artistic talent and learn the bases of modern creation.

Among colleges having the most internationally renowned Footwear Design programs are FIDM, Art Sutoria and Cordwainers.

FIDM, Los Angeles, California is closely connected to the Italian and American industries, both in the technical and design fields, and encourages international design projects with footwear companies who produce throughout the world.

Since different shoes are worn for different activities, there is no such thing as a “perfect” shoe. A shoe that is perfect for hiking may not be a good shoe for running. The design of a shoe has to take into consideration the task for which it will be worn. A runner needs light, well-ventilated shoes with soles that minimize impacts. An office worker needs shoes that are comfortable and stylish. Regardless of the application, the design of the shoe has to consider, first and foremost, the anatomy and function of the human foot.

Here are the best brands for comfortable dress shoes:

Cole Haan has a solid reputation for making a high-quality, comfortable dress shoes for both men and women. Their women’s shoes range from elegant pumps and sporty slip-ons to stylish k leather flats with Nike Air cushioning. Cole Haan shoes are classy and chic while staying easy on the foot.

Anne Kline dress shoes are literally more flexible than the stiff leather you normally find in dress shoes, so they don’t rub your feet and leave blisters after a day wear.

Dansko are sturdy but comfortable dress shoes worn by most medical professionals, who tend to be on their feet all

day. The clogs known for their foot support are especially popular and known to last for years.

Clarks has been a long time British brand for comfortable women’s shoes. The selection is huge compared to other shoe brands and prices are reasonable.

Tory Burch are stylish, comfortable flats with padded in-soles that look good with jeans or dresses. When you buy them, you are getting expensive, high-quality shoes that look like expensive, high-quality shoes.

Aerosoles tend to be hit-or-miss. They are very well-known for reasonably attractive and comfortable dress shoes. With so much competition from other shoemakers focused on comfort, Aerosoles sometimes struggles to find a good balance between style and comfort.

Naturalizer has a loyal following because their designs are generally more stylish than other comfortable dress shoe brand. Though they don’t have as much cushioning as some other labels, Naturalizer offers a wider selection of modern, feminine dress shoes that appeals to a larger age bracket.

**Support table 1. Monologue-presentation scheme.**

**Example 4.** Goal – formation of skills of understanding and use of means of super-phrase connection.

Main components of monologue-presentation	Contents of the main components of monologue-presentation
The introduction	The introduction to your speech is designed to catch immediate attention. Your introduction should take between 10-15 percent of the speaking time. During this short time your listeners form their initial impression of you and your topic. That impression, favorable or not, will affect how they react to the rest of your remarks. To be most effective, an introduction should accomplish several purposes: <ul style="list-style-type: none"> <li>• to win attention;</li> <li>• to promote good will and credibility;</li> <li>• to give a thesis statement and to give a preview of the whole speech.</li> </ul>
The body	The bulk of your speech of presentation should be devoted to a discussion of three or four main points in your outline. In the body the following factors should be taken into account: <ul style="list-style-type: none"> <li>• emphasize structure (Figure out what key points best support your thesis and help you to achieve your purpose.</li> <li>• hold the audience attention (Throughout a presentation, you must continue trying to maintain the audience’s interest. Here are a few helpful tips for creating memorable speeches:                             <ul style="list-style-type: none"> <li>• relate you subject to the audience’s needs;</li> <li>• use clear, vivid language;</li> <li>• explain the relationship between your subject and familiar ideas.</li> </ul> </li> </ul>
The conclusion	The conclusion should be even shorter than the introduction: not more than 5 percent of your total speaking time. Within those few moments, you must make a review and outline the next steps. Your review should contain a restatement of your thesis and summary of your main points.
The ending	Your final remarks should be enthusiastic and memorable. Even if parts of your speech or presentation have been downbeat, you should try to close on a positive note. An alternative is to end with a question or with a statement that will leave your audience thinking. A strong statement will help your listeners remember you favorably.

Task: Read the text of presentation “Light Industry in Ukraine” and find out the connectors. Notice to what aspect of presentation scheme they are concerned. Use the support table given below.

**Support table 2. Available connectors for presentation**

Logical relationship	Connectors
Sequence / order	First, second, third, ... next, then, finally
Exception / contrast	However, but, in spite of, nevertheless, in contrast, yet
Similarity	In the same way, also, likewise, just as... so too
Time	Afterwards, before, at last, after, meantime, now, recently, during, later, immediately, subsequently
Place / position	Adjacent, above, beyond, here, at the back, nearby
Example	For instance, for example, specifically, namely
Emphasis	Indeed, of course, in fact, truly, even
Additional support of evidence	Again, also, additionally, and, besides, as well, moreover, equally important, further, then
Cause and effect	Consequently, hence, accordingly, therefore, thus
Similar ideas	Likewise, as a result, again, furthermore, another, besides, too, not surprisingly, accordingly
Conclusion / summary	In a word, in conclusion, finally, in brief, in the end, to summarize, thus, to conclude, on the whole
Beginning paragraphs and sentences	Indeed, in contrast to, in essence, it may be remarked, so much for, on the positive side, allowing for, here the situation is, coupled with, in reviewing, in addition to, in one sense, with respect to, even before this

Good day, ladies and gentlemen. Today I would like to present you "Light Industry in Ukraine".

### Light Industry of Ukraine

Ukraine's Light Industry today is a powerful diversified complex manufacturing consumer goods and employing nearly 150 000 people. It is a socially important economic segment focused at end consumer. With potential capacities of Light Industry companies, the Industry is capable to produce wide range goods, which can satisfy the entire demand of the domestic market. Light Industry enterprises being located in every region of Ukraine concentrate some 7 % of the total number of industrial and production potential and 2.4 % of production assets.

At the moment Light Industry of Ukraine embraces more than 10 000 companies including 2500 companies in textile industry, approximately 6000 enterprises in the sphere of ready-made garment and furs, as well as about 1500 of companies producing leather articles and leather footwear. Practically all companies of Light Industry are privatized and merely less than 1 % of them is owned by the state.

Thus, the Industry consists of 17 sectors, possesses powerful production potential capable to produce wide range of consumer goods and industrial use articles, and is aimed at improvement of a life style.

Moreover, the footwear sector is a diverse industry which covers a wide variety of materials (textile, plastics, rubber and leather) and products from different types of men's, women's and children's footwear to more specialized products like snowboard boots and protective footwear. This diversity of end products corresponds to a multitude of industrial processes, enterprises and market structures.

In accordance with different estimates, footwear market in Ukraine amounts to 100 – 170 mln pairs with growth of 10 – 12 % per year. Ukraine still did not catch up with the states of European Union by sales of footwear. The index in Western Europe is 6 – 8 pairs of footwear per capita, while the figure is merely 2,7 pairs per capita in Ukraine.

Export of footwear industry at the moment is stipulated by mainly give-and-take operations or order production. In particular, the largest production volumes of the industry are exported to Italy (approximately 32 %), Poland (20 %), Russia (16 %) and to less extent to Hungary (8 %), Germany (6 %), and Belarus and Romania (4 % to each).

Components for footwear manufacturing, genuine leather shoes, rubber, and plastic footwear are mostly exported during last decades.

Import of footwear to Ukraine almost totally is based on deliveries from China (around 69 % of the total footwear import). For many years China remains to be the largest world exporter of textile articles, garments, and footwear, watches, bikes, and sewing machines, etc. Therefore, it tops the list of importers in the sphere of Light Industry practically all over the world.

So, there are several factories in Ukraine at the moment working on tolling schemes. These are companies in Uzhorod, Zhytomir, Kyiv. Their output is mainly exported to Romania, Slovakia and Poland. In fact, these companies just assemble shoes from components. Kharkiv, Dnipro regions and town of Brovary in Kyiv region are other places of shoe production concentration. Hence, the largest amount of footwear is annually produced of genuine leather (some 17 mln pcs), textile materials and artificial leather – more

than 11 mln pcs, and there are less of rubber footwear and shoes of polymer materials – approximately 2 mln pcs.

Indeed, the investment attractiveness of Light Industry enterprises in terms of the allocation of capital (such as finance, equipment or raw stock) lies in the fast return on investments – thanks to short production and sales cycles, quick updating of the product mix, the availability of local raw resources (wool, linen, raw leather) and the potential capacity of the Ukrainian market.

High competitiveness of the national Light Industry leading enterprises, growing average income and historical maturity of Ukraine's Light Industry allow it to get significant opportunities. Light Industry in Ukraine is seriously prospective for further development even with strong competitors on the market.

May I thank you all for being such an attentive audience?

Are there any final questions?

I am grateful for the chance to answer your questions.

**Example 5.** Goal – to teach students to independently compose mini-monologues based on key words of a superphrase connectors.

Task: Speak on Footwear Styles according to the logical-structural scheme of monologue-presentation and available connectors.

**Example 6.** Goal – to develop the ability to independently conclude mini-monologues based on the scheme of monologue-presentation.

Task: Read the beginning of the text of presentation on Natural and chemical materials in footwear and propose your ending.

Good afternoon, ladies and gentlemen! Today I want to tell you about Natural and chemical materials in footwear.

### Natural and chemical materials in footwear

Nowadays except leather other materials such as fabrics and chemical materials are widely used in footwear production. They are used for upper and bottom parts, for outsides, linings and interlinings.

Fabrics can be of 1) vegetable origin, i. e. made of cotton, flax, jute, hemp etc. and 2) an animal origin, i. e. made of silk or wool.

Chemical materials are either artificial, i. e. artificially formed natural organic cellulose filaments, or synthetic, i. e. built up from atoms, nylon and PVC being vivid examples.

New uses for fabrics are continually being introduced into the shoe industry and there seems to be no limit to the variety that is available for different parts of the shoe upper, linings and interlinings.

Canvas is used for sports footwear and heavy boots. Poplin produced in a variety of colors is used for lighter weight footwear. Satins, crepes and silk enable selection to be made for evening or dress footwear, while velveteen, rayon or cotton materials are used for high quality dress shoes as well as for every day and sports footwear. Fabrics are intended to reinforce outsides of leather in footwear and absorb moisture of the foot.

Synthetics have not proved to be very popular for uppers in shoe industry because of their impermeability to air and water-vapor. Used in a shoe upper they should comprise 50 per cent or less of the total area.

Strips of plastic are used on sandals because of their attractive bright colors. If synthetic materials are to be used in

a shoe, then the designer should aim at open-work types of shoes and sandals, or shoes with ventilated uppers, where so much of the foot is exposed to the air that the intimate contact of the upper with the foot in a few places not seriously effect foot comfort.

There are two main types of synthetic upper materials: the coated fabrics and poromerics. Originally the objective of the development of coated fabrics in footwear was to create a cheaper alternative to leather that at last visually would be as attractive and with adequate durability and some comfort properties, the most important being suppleness and “handle”. Coated fabrics tend to be reasonably supple which is very important for women’s shoes. Synthetic upper materials have already established themselves more in women’s than in men’s footwear. The essential characteristics of upper materials are aesthetics, good process ability, durability in wear, adequate comfort and hygiene properties. The relative importance of these characteristics is dependent on the type of footwear. For example, for work shoes durability, process ability and comfort may leave behind aesthetics, whereas in high fashion ladies’ footwear aesthetics comes first. Impermeability is the main disadvantage of coated materials for uppers.

Support table 3. Footwear materials

Footwear materials	
Upper materials	Bottom materials
<p><b>1. Leather</b>                      a) animal origin:                      calf-skin                      cowhide                      kid, goat                      pigskin                      horse                      sheep                      b) tannage:                      chrome                      semi-chrome                      chrome-vegetable                      mixed                      chamois (oil)                      c) surface:                      plain                      printed (grained)                      patent                      fleecy (chamois, suede, split)</p> <p><b>2. Artificial and Synthetic Leather</b>                      coated fabrics                      poromeric</p> <p><b>3. Textile Fabrics</b>                      a) vegetable: cotton, flax                      b) animal: wool, silk                      c) artificial: rayon, acetate                      d) synthetic: nylon, capron, lavsan</p> <p><b>4. Combination Upper</b></p>	<p><b>1. Leather</b>                      a) animal origin:                      cattle hide                      horse hide                      b) tannage:                      mixed oil                      oil</p> <p><b>2. Rubber</b>                      a) shape                      sheet rubber                      molded rubbers                      all-rubber soles                      b) structure                      crepe                      sponge                      micro-porous                      non-porous                      transparent                      c) method of construction                      adhesive                      hot cure</p> <p><b>3. Plastics</b>                      a) chemical structure                      polypropylene                      polyethylene                      polyamide                      polyvinyl chloride                      polyurethane                      b) method of construction                      adhesive                      molding</p> <p><b>4. Wood and Metal</b></p>

Poromerics are another class of synthetics for upper materials, essential characteristics of which are permeability. The main criterion of a poromeric is that it should permit the transport of moisture vapor. The term “poromeric” was orig-

inally used to describe the particular structure that reproduces to some extent the physical properties, but not the actual structure of leather. One can say that poromerics are man-made shoe upper materials which are generally similar in nature and appearance to leather and in particular have a comparable permeability to water vapor. To make synthetic materials similar in nature and appearance to leather, to build into synthetic materials all the properties of leather is the task of paramount importance of our chemistry.

Synthetics are widely used for soles in footwear, urethane being a vivid example. Light weight, flexible, rugged and cheap, urethane is being used for all types of soles – thick and thin rigid and flexible – dress shoes, sporty casuals and joggers, loafers, clogs, wedges, boots, tennis sneakers.

**Example 7.** Goal – to develop the ability to present students’ own monologue on the topic.

Task: Present your monologue-presentation on “Footwear Styles”.

Implementation of this exercise involves the use of teaching techniques “Snow Ball”, which allows proving of the following types of cognitive activities of students: receptive-productive, creative, exploratory, problem-oriented. Such a strategy-algorithm for an English teacher is proposed:

1. The topic of monologue-presentation must be proposed.
2. The students should be shared into small groups.
3. The Scheme of monologue-presentation must be memorized.
4. The 1-st sentence of the future monologue must be proclaimed by the tutor.
5. The next sentences must be added by the groups of the students, which are the logical ending of the fore-mentioned ones.
6. 20 minutes must be given for finishing. Appreciate the results of collective work of the students.

**Example 8.** Goal – to develop the ability to present the monologue.

Task: Present your decision on solving the problem “Methods of Footwear Production”.

**Example 9.** Goal – to develop the skills of mutual evaluation and discussion of monologue-presentation of the students.

Task: Listen to your group-mates’ monologue-presentations, try to do all the best for mutual assessment of presentations of the students and discuss their results and consequences.

**Example 10.** Goal – to develop the ability of students to summarize the results of joint activities, determining the positive and negative aspects of the results of this activity.

Task: Proclaim the winners and discuss their monologue-presentations advantages and disadvantages according to the following aspects:

- 1) monologue accordance to logical structure and connection;
- 2) monologue accordance to communicative speaking situation;
- 3) language correctness;
- 4) accordance to the type of monologue;
- 5) total amount of sentences correctness.

**4. Conclusion.** Distance learning is a new organization of education based on the use of both the best traditional methods of acquiring knowledge and new information and telecommunications technologies, as well as the principles of

self-education. It is intended for the general population, regardless of material security, place of residence and state of health [1].

Distance learning allows you to implement interactive technologies for teaching material, obtain a full higher education or training has such advantages as flexibility, convenience, modularity, cost-effectiveness, interactivity, no geographical boundaries for education.

The relevance of distance learning is also manifested in the possibility of introducing the latest pedagogical, psychological and methodological developments with the division

of material into separate functionally complete modules (topics), which are studied as mastered and meet the abilities of individual students or groups as a whole.

In our research, we substantiated the method of forming professionally-oriented English-language competence in monologue-presentation in distance learning of foreign languages. We stated the importance of presentation method in distance learning and proved specific methodic for it. We see further prospects of the study in the process of organizing distance learning of the English course of professional orientation in modern higher educational institutions.

## REFERENCES

1. Adamova, T. Z., Golovachuk, T. I. (2012). "Distance learning: a modern look at the advantages and problems". *Bulletin of the Chernivtsi Trade and Economic Institute*. 10, 3-6.
2. Bakaeva, G. E., Borisenko, O. A. (2005). "English language program for professional communication". K.: Lenvit.
3. Bigich, O. B., Bondar, L. V. & Voloshinova, M. M. (2013). "The theory and practice of foreign-language professionally-oriented competence in non-linguistic students' speaking". Kyiv: publishing center of KNLU.
4. Bondar, L. V. (2011). "Selection and organization of language and speech material for the formation of conference in the French professionally oriented monologue speech of students of technical specialties". Luts'k.: VNU, 159-163.
5. Hasson, V. J. (2004). "Quality criteria for distance education". *Higher education*. 1, 92-99.
6. Stefanenko, P. V. (2014). Distance studying at higher school. (2014). Accessed on: November 4, 21. [online]. Available: [http://revolution.allbest.ru/pedagogies/00407849\\_0.html](http://revolution.allbest.ru/pedagogies/00407849_0.html)
7. Popov, V. Distance studying at higher school. (2020). Accessed on: November 4, 21. [online]. Available: <http://stoodwood.ru/1940788/pedagogika/visnovki>
8. Petrangovska, N. R. (2004). "Modern requirements for professional training of a non-language specialist within the Framework of Reference for Foreign Languages in non-language higher education institutions". *Bulletin of the Ivan Franko State University*. 19, 202-208.
9. Salnaya, L. K. (2010). "Training in professionally oriented foreign language communication". Taganrog: TTI SFU Publishing House.
10. Tarnopolsky, O. B. (2003). "Principles of teaching business English to students of higher educational institutions of economic profile". K.: European University Press.