TEACHING ENGLISH PROFESSIONAL WRITING TO STUDENTS OF DESIGN AND FINE ARTS

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The article deals with the problem of teaching students of Design and Fine Arts to write texts for professional purposes. The authors consider modern methods and activities for teaching writing. The authors underline the role of writing in teaching a foreign language that has gradually increased and considered as a reserve for improving the efficiency of teaching a foreign language. Stress is done on the importance for every educated modern person to produce different kinds of written texts for professional purposes. Modern advances in the field of information and communication technologies and the enormous popularity of using various social networks changed the attitude to writing. The importance of using information and communication technologies in teaching writing is considered. The authors suggest the following activities for improving and developing the acquired at school skills for writing texts. To improve the skills of writing annotations exercises are recommended. Activities for writing reports on videos are suggested. To master the skills of describing photos or paintings it is recommended to visit some sites. The authors recommend to make presentations on the given subjects. All the activities were successfully tested at English classes.

Key words: *teaching, writing, a foreign language, students of Design and Fine Art, methods, activities.*

Introduction. Teaching English Writing for Professional Purposes of students of higher education establishments largely depends on the role it plays in the professional training of modern specialists who are art major. So, on the curriculum of Vasyl Stefanyk Precarpathian National University there is only a general course of English, which includes some elements of business English and is attended during 150 academic hours (8 semesters), 300 hours is an independent work of students. This situation looks tragic-comic as we are entering a new epoch in human history marked by vital importance of having knowledge of any foreign language. Moreover, any educated modern person is expected to produce different kinds of written texts, and this influenced the role of writing in teaching a foreign language. We are convinced that the ability to write professional texts testifies to a full and complete command of a foreign language.

Theoretical framework and research methods. The expansion of international relations of increases the role of the foreign language as an important means of intercultural communication. The Internet serves as an accessible source of information, and more and more users are turning to it for the purpose of obtaining knowledge. For the teacher it is important to teach students not only to use the ready information from the sites, but to teach them to refer, analyze and receive material for further processing. The Internet enables online interviews, quizzes, polls, conferences, forums, etc. Writing plays an important role in teaching a foreign language; therefore it is one of the main tasks of teaching. So, according to A. Vereitina at the beginning of the 21st century, the role of writing in teaching a foreign language has gradually increased and is considered as a reserve for improving the efficiency of teaching a foreign language. The scientist notes that the participation of an increasing number of people in international conferences and congresses, their foreign business trips, internships of university staff and students led to the need to master professional-oriented business and academic writing [1].

Problems of teaching writing were discussed in works by well-known scientists as M. Zhynkina, I. Zimnya, O. Leontiev, and others. The scientists distinguish writing for the purpose of transformation and creation of texts. G. Dridze defines this work with a text as the exchange of ideas and emotions which let your imagination run wild as well as guidelines and value orientations, patterns of behavior and activities in social communication [4, p. 455].

In methodology of teaching a language the problem of teaching professional writing has become the subject of close attention of scientists, primarily methodologists-philologists (G. Boretska, O. Vasylieva, T. Korzh, G. Krivchikova, I. Melnyk, S. Radetska, G. Skurativska). The researchers have developed a variety of methods of teaching business writing, namely writing annotations of professional texts, reports on scientific problems, business letters, faxes, e-mails, holding oral and written negotiations in English. So, as we see, there is a constant search for ways that are aimed at the development of the personality of a specialist who speaks foreign languages both in oral and written forms.

In Vasyl Stefanyk Precarpathian National University teaching writing English professional texts takes place (from the reasons mentioned above) with considerable restrictions. Therefore, teaching writing business letters, e-mails, short personal announcements, abstracts, summaries, presentations and reports, filling in various forms, writing short CVs, articles and annotations takes place in the shortest time conditions.

The activities done to teach writing are usually divided in accordance with the didactic purposes, namely which skills they should develop, or what type of text they teach to create. Classification of activities by other criteria has the following form: according to the way of simulation of reality – communicative and conditional-communicative; according to the participation of a teacher – partially managed, minimally managed, fully managed (or: con-

trolled, uncontrolled, free); according to the presence of visual aids – without them, with specially created aids, with natural aids; according to ways of teaching – individual, paired, group, whole class; according to the involvement of a game component – without a game component, with a role-playing component; according to the connection with other language skills - receptive, reproductive, productive, and others. We should also mention the teacher`s approach to preparing and doing activities – textual, genre or procedural [5, p. 218].

Taking into account all contemporary achievements of English, German, and Spanish scholars, O. Tarnopolsky commented and described all these activities in details. Methodologists divided activities for development of skills and competences for writing English into the following ones: correctional, analytical, transformational, professionally oriented, editing, control, the ones with using technologies [3, p. 188].

Each of these types of activities is related to the formation of skills to create certain written texts or to fix these skills, for example, correctional - aimed at creating the types of written texts appealing to the addressee: telegrams, announcements, statements, invitations, greetings, compassion, gratitude; analytical – intended for training on the base of educational texts; transformational – exercises on lexical, grammatical, semantic text compression for teaching to write plans, annotations, summaries, resumes, reports: professionally oriented – for translations, writing essays, reviews of the press, reports on practice, etc.

Considering all the stages of teaching writing English texts we distinguish the following stages: preparatory and practice stages. At the first stage, we pay attention to grammar, spelling and selection of vocabulary which is demanded in writing. The goal of the second stage, we see in improving and development of the acquired skills for writing texts.

Modern advances in the field of information and communication technologies and the enormous popularity of using various social networks have greatly changed the attitude to writing, and especially to written texts, therefore we consider it important to use information and communication technologies in teaching a foreign language.

Results. Written texts play an essential role in writing which deals with working out the writing technique and forming the ability to create a product of written texts, at the same time it is important to select certain genre types of written texts that will ensure the professional orientation of speech competence in the process of teaching a foreign language. Taking into account all mentioned above, we selected the following material for teaching students of Design and Fine Art to write for professional purposes.

To master describing skills it is recommended to visit a website Digital photo mentor at https://www.digitalphotomentor.com/20-most-famous-photographs/.

It introduces the collection of 20 famous photographs which have been carefully chosen because of their importance in history. Each one of these iconic images has helped shape our history and alter the world which we live in. They are some of the most powerful and influential images ever captured by some of the most famous photographers in history.

The task is to describe a photo chosen by a student. Here are our top tips for describing a photo or a picture taken from the site British Council at http://learnenglishteens.britishcouncil.org/exams/speaking-exams/describe-photo-or-picture.

Look at your picture carefully and take a few moments to think before you start writing. Don`t panic if you don't know the words for all the things in the picture. You don't need to know all the words for everything in the picture. Here is some language you can use:

What is in the picture?

In the picture I can see ... There's / There are ... There isn't a ... / There aren't any ...

Say what is happening with the present continuous.

The man is ...ing The people are ...ing It's raining.

Where in the picture?

At the top/bottom of the picture ... In the middle of the picture ... On the left/right of the picture ... next to in front of behind near on top of under

If something isn't clear

It looks like a ... It might be a .... He could be ...ing. Maybe it's a ... .

Another good idea to improve writing skills is to make a presentation. Choose one of the world's top art galleries. Prepare a presentation on the subject: Art Gallery is the place of admiration and inspiration.

Louvre Museum, national museum and art gallery of France, housed in part of a large palace in Paris that was built on the right-bank site of the 12th-century fortress of Philip Augustus. It is the world's most-visited art museum, with a collection that spans work from ancient civilizations to the mid-19th century.

Metropolitan Museum of Art, byname the Met, the largest and most-comprehensive art museum in New York City and one of the foremost in the world. The museum was incorporated in 1870 and opened two years later. The Met has important collections of Egyptian, Babylonian, Assyrian, East Asian and Middle Eastern, Greek and Roman, European, pre-Columbian, New Guinean, Islamic, and American art, including architecture, sculpture, painting, drawings, prints, photographs, glass, ceramics, textiles, metalwork, lacquerwork, furniture, period rooms, arms and armour, and musical instruments.

National Gallery, art museum in London that houses Great Britain's national collection of European paintings. It is located on the north side of Trafalgar Square, Westminster. It was founded in 1824 when the British government bought a collection of 38 paintings from the estate of the merchant

John Julius Angerstein (1735–1823). The collection now comprises only some 2,000 works, but it is regarded by many as the most representative sampling of European painting in the world. It has the most comprehensive collection of Italian Renaissance paintings outside Italy, with works by most of the great Florentine and Venetian masters of that period. There are also impressive holdings of works by various British, Dutch, French, Spanish, and Flemish painters from the 15th to the 19th century.

National Gallery of Art, American museum of art that is federally operated. It is located at the east end of the Mall, Washington, D.C. The National Gallery houses a very extensive collection of European and American paintings, sculpture, decorative arts, and graphic works from the 12th to the 20th century. The museum has especially rich holdings of works by Italian Renaissance painters, as well as by Dutch and Spanish Baroque and French Rococo artists.

Brera Picture Gallery, art museum in Milan, founded in 1809 by Napoleon I, and one of Italy's largest art galleries. Its original collection was that of Milan's Academy of Fine Arts, though its most important works were acquired later. It has especially rich collections of Venetian and Lombard paintings from the Renaissance and Baroque periods.

Tretyakov Gallery, Moscow art museum founded by Pavel M. Tretyakov in 1856. It contains the world's finest collection of 17th- and 18th-century Russian icons, having more than 40,000 of them. There are also 18th-century portraits, 19th-century historical paintings, and works of the Soviet period. The museum is organized into Early Russian Art, Art of the 18th Century, Art of the First Half of the 19th Century, Art of the Second Half of the 19th Century, Art of the Early 20th Century, and Soviet Art.

Hermitage, art museum in St. Petersburg founded in 1764 by Catherine the Great as a court museum. Under Nicholas I the Hermitage was reconstructed (1840–52), and it was opened to the public in 1852. Following the October Revolution of 1917, the imperial collections became public property, and the museum was expanded in the 1920s with art requisitioned from private collections. The Hermitage holdings include nearly three million items dating from the Stone Age to the present [2].

It is essential to remind students about useful phrases and strategies to create a presentation. The strategy includes 3 steps: effective opening, main part of presentation, effective conclusion.

Effective opening makes an effective presentation, it is important to get your audience interested in the first three minutes of your presentation. You need to hook your audience and cause them to pay attention to you. There are three ways to make an effective opening: 1.Give your listeners a problem to think about. 2. Give them some amazing facts. 3. Give them a story or some personal experience.

For more information attend the site at https://canicollege.com/wp-content/uploads/2018/02/USEFUL-PHRASES-AND-STRATEGIES-FOR-PRESENTATIONS.pdf.

Annotations. You should remind the students that the annotation is a brief reference to the printed text - its general characteristics, data on its author and value. Annotation also highlights the main information of the text, although it does not require a precise understanding of the text. The abstract, as a rule, is very small. Strategy of working with annotations: 1) an overview reading in order to get ideas about the overall content of the text; 2) re-reading the sentences containing the main information; 3) writing information in the form of a brief description of the text under the following plan: the title of the article, the author of the article, where and when the article was published, the main idea of the article, the content of the article, some facts, names, figures and your opinion.

Students are invited to review articles, taken from the official website of the BBC World News, rubric: Entertainment, Culture and Arts.

Language cliche for article annotation.

1. The title of the article.

The article is headlined…

The headline of the article I have read is…

2. The author of the article, where and when the article was published.

 The author of the article is…

The author's name is ...

Unfortunately the author's name is not mentioned ...

The article is written by…

It was published in … (*on the Internet*)…

3. The main idea of the article.

The main idea of the article is…

The article is devoted to…

The article deals (*is concerned*) with…

The article touches upon the issue of…

The purpose of the article is to give the reader some information on…

The aim of the article is to provide the reader with some material on…

4. The contents of the article. Some facts, names, figures.

The author (of the article) writes (reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes) that… / draws reader's attention to...

Much attention is given to…

According to the article…

The article goes on to say that…

It is reported (shown, stressed) that …

It is spoken in detail about…

The fact that … is stressed.

The article gives a detailed analysis of…

In conclusion the author writes (*reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes*) that… / *draws reader's attention to*...

The author comes to the conclusion that…

5. Your opinion.

I found the article (rather) interesting (important, useful) *as / because*…

I think / In my opinion the article is (rather) interesting (important, useful) *as / because*…

I found the article is too hard to understand / rather boring *as / because*…

Our world is changing very fast at the same time our educational system has not changed for hundreds of years, we try to avoid much lecturing. So, we use such a powerful source of education as the Internet in order to make learning more engaging and relevant. Nowadays it is a common practice to watch different videos online and to follow some bloggers. Thus, we asked students to report on the favourite blogger`s video. The following vocabulary is of great use.

Let's watch the video under the title…

It's on you tube channel…

The video is devoted to…

The key-note/problem/main idea of the video is…

It deals with…

The presenter/host/bloger starts telling the viewers about …

According to the video…

In relation to this, the video goes on to say/inform that…

The bloger/ presenter/host reports/states/stresses/points out

In conclusion…

I found the video (+) important/(–) of no value

It goes without saying, it is (not) worth watching.

Conclusion. We should note that all the suggested activities were successfully tested at English classes with the students of our university. The activities motivated and encouraged the students to master English. We highly recommend them to improve writing skills for professional purposes.

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НАВЧАННЯ ПИСЕМНОГО АНГЛІЙСЬКОГО ПРОФЕСІЙНОГО МОВЛЕННЯ СТУДЕНТІВ СПЕЦІАЛЬНОСТЕЙ «ДИЗАЙН» ТА «ОБРАЗОТВОРЧЕ МИСТЕЦТВО»

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У статті проаналізовано проблему навчання писемного професійного мовлення студентів спеціальностей «Дизайн» та «Образотворче мистецтво». Автори розглядають сучасні методи навчання писемного мовлення. Підкреслено роль письма у навчанні іноземної мови, яка поступово збільшується і розглядається як резерв для підвищення ефективності навчання іноземної мови. Наголошується на важливості для кожної освіченої сучасної людини вміти продукувати різні види письмових текстів для професійних цілей. Сучасні досягнення в галузі інформаційно-комунікаційних технологій та величезна популярність використання різних соціальних мереж змінили ставлення до письма. Розглянуто важливість використання інформаційно-комунікаційних технологій у навчальному процесі. Автори пропонують завдання для вдосконалення та розвитку набутих у школі навичок написання текстів. Для підвищення навичок написання анотацій рекомендуються вправи. Пропонуються вправи для написання доповідей. З метою покращення навички опису фотографій або картин рекомендується відвідати певні сайти. Автори рекомендують завдання для покращення навичок створення презентацій. Всі завдання були успішно апробовані під час роботи зі студентами зазначених спеціальностей.

***Ключові слова:** навчання, письмо, писемне мовлення, іноземна мова, студенти, методи, діяльність.*