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PUBLIC SPEAKING AS A TOOL FOR EDUCATING FUTURE PROFESSIONALS IN THE FIELD OF MEDIATION AND CONFLICT RESOLUTION

The expediency of using public speeches in the training of future specialists in the field of mediation and conflict resolution were substantiated in the article. There are some criteria for selection of educational material: authenticity, professional information, accessibility of teaching, thematic relevance, the suitability of the situation, socio-cultural value and an authority of the source. The author emphasizes the importance of the principle of authenticity and examines the relationship between video material and authentic texts. It is noted that it is the text that supports the production of one's expression. Political speeches are considered in the article as a thoughtful and prepared example of a professionally oriented monologue that reflects a number of grammatical, morphological, stylistic and lexical differences of language. An analysis of the results of the questionnaire is conducted to improve the selection of educational material. The researcher, based on specifics of the work of future specialists, proposed a selection of topics for the creation of educational materials.

Key words: *professionally oriented monologue, educational material, public speaking, authentic text, selection criteria, features of authenticity, implicit professionalization.*

У статті обгрунтовано доцільність використання публічних промов під час навчання майбутніх фахівців у сфері медіації та врегулювання конфліктів. Наведено критерії відбору навчального матеріалу, а саме: автентичність, професійна інформативність, доступність викладу, тематична відповідність, ситуативність, соціокультурна цінність, авторитетність джерела. Авторка наголошує на важливості принципу автентичності і

розглядає взаємозв'язок між відеоматеріалами та автентичними текстами. Зазначається, що саме текст є опорою до продукування власного висловлювання. У статті розглядаються політичні промови як продуманий та підготовлений зразок професійно орієнтованого монологу, що відображає низку граматичних, морфологічних, стилістичних та лексичних відмінностей мови. Досліджується аналіз результатів проведеного анкетування з метою покращення відбору навчального матеріалу. Дослідниця, врахувавши специфіку роботи майбутніх фахівців, запропонувала добірку тем для створення навчальних матеріалів.

Ключові слова: професійно орієнтований монолог, навчальний матеріал, публічні промови, автентичний текст, критерії відбору, ознаки автентичності, імпліцитна професіоналізація.

В статье обоснована целесообразность использования публичных речей во время обучения будущих специалистов в сфере медиации и урегулирования конфликтов. Приведены критерии отбора учебного материала, а именно: аутентичность, профессиональная информативность, доступность изложения, тематическое соответствие, ситуативность, социокультурная ценность, авторитетность источника. Автор подчеркивает важность принципа аутентичности и рассматривает взаимосвязь между видеоматериалами и аутентичными текстами. Отмечается, что именно текст является опорой для выработки собственного высказывания. В статье рассматриваются политические речи как продуманный и подготовленный образец профессионально ориентированного монолога, отражающий ряд грамматических, морфологических, стилистических и лексических различий языка. Рассматривается анализ результатов проведенного анкетирования с целью улучшения отбора учебного материала. Исследовательница, учитывая специфику работы будущих специалистов, предложила подборку тем для создания учебных материалов.

Ключевые слова: профессионально ориентирован монолог, учебный материал, публичные речи, аутентичный текст, критерии отбора, признаки подлинности, импліцитна професіоналізація.

Introduction. The selection and organization of the material is an important step in the methodology of teaching vocational monologue, as its content will serve as a further motivational factor and source of socio-cultural information, the knowledge of which is necessary for future specialists in the field of mediation and conflict resolution.

The public speeches that we propose to consider while educating future professionals in the field of mediation and conflict resolution have video sequences, which compensates for the absence of real language environments.

Theoretical background. Among the scientists, who have investigated the criteria for the selection of texts for the teaching of vocationally oriented monologic speech, we should mention Alekseeva L. E, Goryunova E. S, Sharapova S. I, Kochetkova N. Also, Degtyarov Yu. B., Trukhanova T. We paid attention to the problem of development of skills in working with vocationally-oriented texts. Note also the E. Miroshnichenko in his research points to the rapid enrichment of the lexical stock at the expense of vocationally oriented vocabulary. Dyachkova Y. O. offers the following criteria for the selection of educational material: authenticity, functionality, socio-cultural value, the suitability of the situation, socio-cultural value and an authority of the source (Dyachkova, 2014).

However, the problem of selecting material for training future professionals in the field of mediation and international social projects remains insufficiently described.

Therefore, the **purpose of the article** is to define criteria and requirements for educational texts for future professionals in mediation and conflict resolution.

The glossary of methodical terms states that teaching material is specially selected and methodically organized material that students should learn in the learning process (Azimov & Shchukin, 1999).

We propose to consider the criteria we have identified for the selection of speech material during the training of future professionals in the field of mediation and conflict resolution in a professional English-language monologue (hereinafter referred to as PELM). In our opinion, the criterion of authenticity, which involves the use of printed correspondences of authentic video footage is important. (Khaleeva, 1989)

M. Breen (1985) distinguishes four types of authenticity: 1) the authenticity of texts used in the learning process; 2) authenticity of perception of texts; 3) authenticity of training exercises and tasks; 4) the authenticity of the simulated social situation in the classroom.

An important advantage of authentic texts (in our case, authentic correspondents of video footage, political speeches, etc.) is that they reflect situations of real communication in the professional field, as well as provoke the emergence of a certain emotional state and speech response that promotes learning (Zadorozhna, 2016).

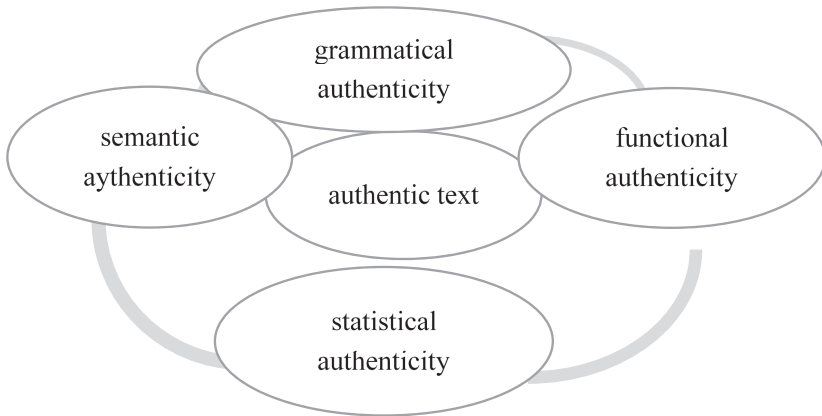


Figure 1. The features of the authentic text.

Kachalov (2005) believes that the texts should be used as a basis for teaching linguistic and speech material.

In addition to the fact that the text satisfies the information and cognitive needs of students and is a support for producing their own professional expression, it also demonstrates the functioning of vocationally oriented vocabulary in the structure of all this text, since the text is a display of partial information from a video document.

Moreover, given that the text is the maximum unit of communication, it is quite justified to believe that it is in the text that the main layer of professionally oriented English-speaking units is concentrated. In our article we demonstrated the effectiveness of using video and text tasks at the same time, based on video data. We propose to contemplate the text as: 1) educational material that conveys information on a specific topic, 2) support for the methodical organization of PELM, 3) the basis for the selection of PEM the lexical minimum required for future professionals. Against this background, it is important to highlight the requirements for selecting (creating) text tasks.

The Problems of criteria for selection of text materials and tasks were dealt with by many methodologists, among them Alekseeva L.E, Goryunova E.S, Sharapova S. I.

Analyzing their work and taking into account the specifics of the videos, we offer the following requirements for the selection and creation of text tasks:

- authenticity;
- professional information;
- accessibility of presentation;
- thematic relevance;

- sociocultural value, authority of the source.

To determine the selection criteria for the study material, we have considered the following factors:

- specifics of professional activity of future specialists in the field of mediation and conflict resolution;
- specifics of the organization of the educational process, conditions of study (classroom and extracurricular independent work, number of hours, program requirements);
- views of scientists on the problem.

We share the views of R. Vikovich (Vikovich,2012) on the criteria and principles for video selection for the formation of different components of a foreign language-oriented communicative competence.

The criteria most commonly used by methodologists include:

- authenticity; relevance to the topics offered in the professional disciplines; accessibility for students; normativity and relative correctness of speech; socio-cultural potential; aesthetic value; reasonable duration.

Considering the fact that we have chosen a professionally oriented English-language monologue as a teaching tool, we should turn to implicit professionalization, which is widely represented in E. Miroshnichenko's research. The essence of implicit professionalization lies in the assimilation by students of professionally labeled vocabulary and common vocabulary at the initial stage of study. Also noteworthy is the so-called audiovisual implicit, professionally-oriented approach that fits the criteria for which we have selected the learning approaches in the first section of our study, because it considers the formation of professional and sociocultural competences of future professionals, and provides for the provision of specific knowledge authentic videos.

Implicit professionalization contributes to the formation of socio-cultural and professionally oriented foreign-language communicative competence of future professionals in the field of mediation and conflict resolution (Miroshnychenko,2000).

Given the peculiarities of future professionals in the field of mediation and conflict resolution, we refer political speeches, inaugural speeches to serve as a source of information and speech models of lexical material.

Therefore, the use of authentic video materials enhances the motivation to learn and demonstrates real communication of native speakers in their professional field. In order to determine the objective frequency of the use of authentic video materials in the course of the study, a survey was conducted of teachers of English language professional direction, Faculty of Linguistics, Igor Sikorsky Kyiv Polytechnic Institute, Ukraine consists of 100 people.

Purpose of survey:

- 1) to justify the expediency of using authentic video materials at different

stages of the educational process;

2) identify the priorities of English language teachers in the selection of videos at different stages of study;

3) identify difficulties in the use of authentic videos at different stages of training.

The survey showed that 100% of professional English teachers use a variety of authentic videos, but the frequency of use of these videos at different stages of study is significantly different.

Firstly, the analysis showed the use of authentic video materials mainly in working with students of 5 and 6 courses, since the students at the initial stage of study do not have a sufficient level of language to work with authentic materials. Secondly, fragmentation in the use of authentic video material has been identified, which is related to the lack of a collection of these materials for the educational process.

We suggest that you refer to Table 1, which indicates the reasons for fragmentary use and the refusal to use authentic video material in teaching English-language vocational monologue.

Table 1. Reasons for fragmented use / abandonment of authentic video footage.

Reasons for fragmented use / abandonment of authentic video footage	%
There is a discrepancy between the authentic materials and the scheme of education	2%
Lack of methodological recommendations.	35%
Lack of relevant authentic videos	63%

Despite a number of reasons for the non-systematic use of authentic video materials, the interviewees noted the expediency of using these materials in the teaching of vocationally oriented monologue speech, focusing on the multifunctionality of this type of work. We suggest creating assignments based on authentic videos to teach PELM as instructional texts. We select topics for video and we were guided by the needs of the profession of future professionals in the field of mediation and conflict resolution. We have taken into account the possibility of organizing VOLU (vocationally oriented lexical units) according to structural and semantic integrity. There is a Table 2, that provides a summary of our suggested topics of authentic video footage and indicative text-based topics for PELM development.

Table 2. List of topics for the text tasks.

The themes of authentic video materials	Examples for professional oriented tasks for developing PELM
The UN as a conciliator. The Security Council.	Local make-peace activity.
Political Speeches.	Social reunion and reconciliation.
Inauguration Speeches.	Negotiation as a way of solving conflicts.

Thus, the vocationally oriented vocabulary units which presented in the videos, successfully demonstrate the functioning of the VOLU in real situations, helping students correctly reproduce these linguistic paradigms by means of speech in terms of intonation and emotional color. The text's assignments based on authentic video materials contribute to rapid VOLU assimilation, systematize video information and help create your own POM statements.

Foreign researchers propose to take into account the interests and level of linguistic training of future professionals in the field of mediation and conflict resolution (Bowe T., Marks J., 1994; Neuner G., Hunfeld H., 1996; Ur P., 2003, Westhoff G., 1991, Woodward T., 2001).

There are three stages in the formation of VOLU according to the methodology of teaching English PELM. Each of them is based on a new quality of expression of students. The first stage is an analysis of situations and communicative topics in professionally oriented communication and VOLU and their equivalents are considered. On the basis of the suggested examples of political speeches, future specialists in the field of mediation and conflict resolution are building their own English-language professionally oriented monologue statements.

The second stage of English-language vocational training is characterized by detail, in each subsequent VOLU complements or reveals the content of the previous one. Previous knowledge, skills and competences are systematized. With regard to the third stage, we will note its content and compositional component, since the VOLU is formed taking into account the personal critical assessment of future specialists. Texts that were created for the purpose of teaching and were as close as possible to real speech patterns, we call *methodically authentic* in our article. The term was proposed by Nosovich EV, and Millrud RP, (1999). This type of textual tasks for teaching PELM arises directly in the field of foreign language

learning process and meets the norms and requirements of professional communication on the one hand, and methodological requirements on the other.

As we can see, the authenticity of textual tasks is preserved through a clear organization, that is, a content component that reflects the peculiarities of the culture and mentality of native speakers is accompanied by video material; the statistical component is expressed as a number of characteristic features of PELM; functional authenticity is achieved through the selection of linguistic tools to achieve the communicative goal and, accordingly, the grammatical aspect ensures the adequacy of the perception of information at the conceptual level.

Thus, an authentic text-based task is created on the basis of authentic video footage promotes more effective learning by mimicking the language environment in the classroom.

In order to create an effective methodology for teaching based on a video-textual assignment, we considered the selection aspects suggested by T. Dudley-Evans and M. J. St. John, namely: 1) motivation to express oneself; 2) correspondence of texts and levels of knowledge of future specialists; 3) expediency of use. (Dudley-Evans T., & Jo St John M., 1998).

Ideas regarding the relevance of texts to students' language training were supported by Bowen T., Marks J., (1994); Neuner G., Hunfeld H., (1996); Ur P., 2003, Westhoff G., (1991), Woodward T., (2001).

Training using authentic vocational texts involves the following stages of work: trial, search, selective, educational. Stages of video work correspond to the stages of working with authentic texts.

The initial stage of working with a text-based video task is a trial. The purpose of the stage is to get acquainted with the ways of extracting basic information, its evaluation. The following tasks are provided: 1) the first reading of the text (to comprehend the main idea; 2) the second reading of the text (to recognize the new and useful information); 3) the third reading for making a plan for creating your own text etc. Students may be offered the following tasks at this stage: read and translate the following words and phrases; select equivalents in your native language; find a paragraph in the text that offers ways to avoid conflict, retell; etc.

Conclusions. Thus, video material and their modified textual correspondences, as well as political speeches, became the best material for the training of PELM future specialists in the field of mediation and conflict resolution. The criteria for selecting VOLU include: authenticity, professional information, accessibility of presentation, thematic relevance, socio-cultural value, authority of the source. Future specialists should have the specified selection criteria, because in constructing their own professionally oriented monologue statements, they will have to search for the necessary information and make independent selection of texts.

Authentic texts (authentic correspondents of video footage such as political speeches, inaugural speeches, etc.) are suggested as educational material, as they reflect situations of real communication in the professional field, as well as provoking the emergence of a certain emotional state and speech-stimulating material. It should be noted that political speeches, as a thoughtful and prepared example of a professionally oriented monologue, reflect a number of grammatical, morphological, stylistic and lexical differences of language.

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