

The formation of foreign language professional competence of future environmental designers: the conceptual framework

*Hanna Shayner*¹

Опубліковано	Секція	УДК
30.05.2025	Освіта/Педагогіка	37.01

DOI: <https://doi.org/10.5281/zenodo.17358112>

Annotation. Globalisation processes exert a significant influence on both the theory and practice of higher education, thereby intensifying the need to improve foreign language training for future professionals. Language is the primary medium of human communication and, in multilingual environments, serves as a crucial instrument of mutual understanding. For this reason, the study of foreign languages is becoming increasingly important. This study presents a solution to a scientific and pedagogical problem: the formation of foreign language professional competence of future environmental designers through the development and substantiation of a conceptual framework that underpins the design of an appropriate educational system. The investigation addresses societal demands, labour market needs, employer expectations, and the interests and preferences of learners, all of which necessitate the examination, analysis, revision, and renewal of the conceptual foundations of professional training for future specialists in environmental design. The formation of foreign language professional competence of future environmental designers is conceptualised as a system comprising multiple interrelated subsystems, each characterised by distinct components and functional linkages, as well as interconnections among subsystems that together constitute a coherent whole. Based on the author's vision, informed by prior scholarly research, the conceptual framework encompasses three key dimensions: methodological (principles of determinism, correspondence, objectivity, systemicity, and the unity of theory and practice; methodological approaches including systemic, competency-based, practice-oriented, activity-based, learner-centred, and axiological); theoretical (theories from philosophy (existentialism, pragmatism, constructivism), linguistics (structuralism, functionalism, linguoculturalism), psychology (nativism, cognitivism, interactionism), and pedagogy (Bloom's taxonomy, the concept of developmental learning, and problem-based learning); technological (reliance on prior and accompanying research, and the assurance of integrity and continuity in the educational process).

Keywords: foreign language professional competence; future specialist; environmental designer; concept; theoretical concept; methodological concept; technological concept; training system.

¹ associate professor of the Department of Foreign Languages for Engineering, Lviv Polytechnic National University, ORCID: <http://orcid.org/0000-0002-0086-5579>

Формування іншомовної професійної компетентності майбутніх дизайнерів середовища: концепція

Анотація. Процеси глобалізації суттєво впливають як на теорію, так і на практику вищої освіти, тим самим посилюючи потребу вдосконалення підготовки майбутніх фахівців з іноземних мов. Мова є основним засобом людського спілкування та в багатомовному середовищі слугує вирішальним інструментом взаєморозуміння. З цієї причини вивчення іноземних мов набуває дедалі більшого значення. Це дослідження пропонує вирішення науково-педагогічної проблеми щодо формування іншомовної професійної компетентності майбутніх дизайнерів середовища шляхом розробки та обґрунтування концепції, яка покладена в основу проектування відповідної системи навчання. Дослідження враховує суспільні потреби, потреби ринку праці, очікування роботодавців, а також інтереси та вподобання здобувачів освіти, що вимагає вивчення, аналізу, перегляду та оновлення концептуальних основ професійної підготовки майбутніх фахівців з дизайну середовища. Формування іншомовної професійної компетентності майбутніх дизайнерів середовища концептуалізується як система, що складається з кількох взаємопов'язаних підсистем, кожна з яких характеризується окремими компонентами та функціональними зв'язками, а також взаємозв'язками між підсистемами, які разом утворюють єдине ціле. Ґрунтуючись на баченні автора, що базується на попередніх наукових дослідженнях, концепція охоплює три ключові виміри: методологічний (принципи детермінізму, відповідності, об'єктивності, системності та єдності теорії і практики; методологічні підходи, включаючи системний, компетентнісний, практико орієнтований, діяльнісний, особистісно орієнтований та аксіологічний); теоретичний (теорії з філософії (екзистенціалізм, прагматизм, конструктивізм), лінгвістики (структуралізм, функціоналізм, лінгвокультурологізм), психології (нативізм, когнітивізм, інтеракціонізм) та педагогіки (таксономія Блума, концепція розвивального навчання та проблемно орієнтованого навчання); технологічний (опора на попередні та сучасні дослідження, а також забезпечення цілісності та безперервності освітнього процесу).

Ключові слова: іншомовна професійна компетентність; майбутній фахівець; дизайнер середовища; концепція; теоретичний концепт; методологічний концепт; технологічний концепт; система навчання.

Introduction

At the contemporary stage of human civilization higher education is currently regarded as one of the key indicators of a nation's capacity for economic and social advancement. Among its strategic objectives is the cultivation of intellectual and cultural potential, which constitutes the highest value of a nation. Social progress is directly linked to the intellectual development of the individual, the theoretical knowledge and practical skills, and the ability to apply these creatively. The modern advancement of a country is inconceivable without the affirmation of its own identity. At the same time, technological breakthroughs remain unattainable in the absence of a clearly defined framework for the formation, development, and maturation of the individual. Particular emphasis must be placed on the content, orientation, and strategic direction of higher education, which directly influences the worldview, personal growth, and professional development of future specialists.

Globalisation processes exert a significant influence on both the theory and practice of higher education, thereby intensifying the need to improve foreign language training for future professionals. This urgency is driven by several factors: the necessity of developing foreign language competence within the context of professionally-oriented communication; pan-European trends in educational development and academic mobility, which underscore the importance of foreign language proficiency; and the growing demands placed on specialists

who travel abroad for study, internships, or employment. Language is the primary medium of human communication and, in multilingual environments, serves as a crucial instrument of mutual understanding. For this reason, the study of foreign languages is becoming increasingly important.

A discernible trend has emerged toward enhancing the communicative orientation of the educational process, bringing it closer to authentic interaction. This shift necessitates the development of robust theoretical foundations, effective methodological approaches, updated curricular content, and the integration of contemporary pedagogical tools. These elements are essential for constructing a productive academic environment grounded in humanistic principles and informed by personal, competency-based, and other pedagogical approaches in the linguistic training of future professionals.

Addressing the scientific and pedagogical challenge of forming foreign language professional competence of future environmental designers requires the development and substantiation of a conceptual framework that serves as the foundation for designing an appropriate educational system.

In scholarly literature, the concept of “conceptual framework” is interpreted in various ways. Notably, it is emphasised that “from the perspective of the general dynamics of scientific development, a dissertation introduces new ideas, concepts, and facts into academic discourse. Such a work reflects the essence within phenomena, regularity within randomness, the universal within the particular, and the internal within the external. The author’s concept accurately captures the problematic situation in science and aligns with the trajectory of scientific inquiry. Only under these conditions is the concept recognised as scientifically significant, that is, capable of contributing to the advancement of scientific knowledge” [2, p. 111].

The “conceptual framework” is interpreted in scholarly literature as a form and means of scientific inquiry, a mode of understanding, explaining, and interpreting the central idea of a theory. It represents a scientifically substantiated and largely validated articulation of the content of a future theory, which has not yet evolved into a logical system of precise scientific notions [4, p. 35]. It is also defined as a system of evidence supporting a particular proposition, a set of views on a given phenomenon, and a method of interpreting or understanding certain occurrences [3, p. 571]. Another interpretation describes it as a system of views or a descriptive model of a specific object or phenomenon in terms of its structure and functioning, one that facilitates comprehension, interpretation, and exploration of its core ideas. A conceptual framework holds exceptional significance, as it constitutes the singular, defining vision and principal idea of a scientific investigation [6, p. 258].

The formulation of the article's purpose. The purpose of this article is to substantiate and present the author’s conceptual framework for the formation of foreign language professional competence of future environmental designers.

Results

We are aligned with the perspective of Honcharenko, who, in analysing the evolution of educational content concepts, asserted that the concept of contemporary education should be understood as “a pedagogically adapted social experience of humanity,” which is “structurally identical (though not in volume) to human culture, considered in one aspect and in its full structural integrity.” According to this interpretation, educational content must encompass not only “ready-made” knowledge and experience of performing activities according to established standards and models, but also the experience of creative activity and emotionally valuable relationships [5, p. 24].

According to this position, we substantiate the relevance of developing an original conceptual framework for researching the formation of foreign language professional competence of future environmental designers, along with a corresponding system that

integrates: the contributions of higher education theorists who have dedicated their research to the problem of foreign language professional competence and its components; societal demands, labour market needs, and employer expectations regarding the level of professional training of bachelor-level specialists in environmental design; the need within the modern higher education system to develop a conceptual framework for foreign language professional competence in environmental design, similar to those established for other specialties; the imperative to model a substantiated system for forming foreign language professional competence within institutions of higher education; the necessity of creating a foreign language, professionally-oriented academic environment that ensures appropriate conditions for the development of such competence; the interests and needs of learners in acquiring a system of knowledge, skills, values, and attitudes that enable them to use a foreign language effectively and perform relevant functions in professional contexts upon graduation.

Acknowledging the achievements of contemporary pedagogical science and the contributions of modern educational researchers, this research presents an original, systematic vision for addressing the problem of forming foreign language professional competence of future environmental designers. The proposed concept is grounded in a body of knowledge synthesised from prior research findings across philosophy, pedagogy, psychology, linguistics, and language didactics.

The formation of foreign language professional competence of future environmental designers is conceptualised as a system that entails an organised, structured, systemic, and consistent process of acquiring knowledge; developing a complex of skills and abilities; cultivating convictions, universal and professional values, and attitudes that reflect both the broader human civilisation and the specific professional domain of design.

The purpose of the conceptual framework is to define the content-technological foundations for the process of forming foreign language professional competence of future environmental designers. This is achieved through the analysis and synthesis of theoretical and methodological principles of foreign language professional training within higher education institutions, aimed at preparing graduates to apply this competence in solving complex, non-standard professional tasks.

The central idea of the concept reflects the development and implementation of a system within higher education institutions. Its effectiveness will be demonstrated by measurable progress in the levels of foreign language professional competence formation among future environmental designers.

The conceptual framework of this study is grounded in a set of key provisions that require detailed elaboration. First and foremost, the demands of society, labour market needs, employer expectations, and the interests and preferences of learners necessitate the investigation, analysis, revision, and renewal of the conceptual foundations of professional training for future specialists in environmental design. This includes, in particular, the development of their foreign language competence as a component of overall professional competence.

This emphasis is justified by the increasing relevance of lifelong learning in the early 21st century, recognised as a vital pathway for the formation and development of a well-rounded individual. Continuous personal and professional development is a prerequisite for social welfare and economic growth at individual, organisational, local, regional, national, and international levels. Accordingly, high-quality initial professional training and the formation of foreign language professional competence of future environmental designers enhance employment opportunities, increase competitiveness not only in the national labour market but also in the international arena, and support lifelong learning and professional and personal advancement.

In today's world, there is a clear trend toward the expansion and deepening of international contacts across various domains of economic, socio-political, social, and cultural

life. The dynamics of global development increasingly demonstrate the strengthening of interconnections among nations. This is evident not only in the growing practice of cultural exchange but also in the rising number of direct interactions among governmental and social institutions, business groups, civic movements, and individuals from different countries.

However, technological readiness alone is insufficient for effective international cooperation. It is essential to educate young people capable of acting as agents of intercultural dialogue in a world marked by interethnic, intercultural, socio-economic challenges and global crises. Therefore, it is both logical and necessary to develop and provide a solid foundation, reflected in the content of methodological, theoretical, and technological dimensions, for the effective implementation of a system for forming foreign language professional competence of future environmental designers. This system must prepare graduates to meet the demands of a multilingual professional environment.

The conceptual framework for the formation of foreign language professional competence of future environmental designers is grounded in legislative acts and regulatory documents in the field of higher education. These documents outline the qualification requirements for bachelor's degree holders in speciality 022 Design, within the domain of knowledge 02 Culture and Arts. This reflects the significant role of contemporary education, which is oriented toward preparing highly qualified professionals with a strong societal dimension, namely, a high level of professional culture.

The modernisation of higher education in Ukraine and its integration into the global educational system necessitate a rethinking of the core directions of professional training for specialists capable of self-realisation within socio-economic contexts. Accordingly, the formation of foreign language professional competence of future environmental designers is conceptualised as a system comprising a set of interrelated subsystems. Each subsystem possesses distinct components and functional linkages, as well as interconnections with other subsystems, forming a coherent and integrated whole [12; 15].

In this study, the system for forming foreign language professional competence is framed within the temporal parameters defined by the Higher Education Standard for speciality 022 Design at the first (bachelor's) level of higher education. It also adheres to the requirements articulated in educational and professional programs for training future environmental designers, which specify the volume of instructional content to be mastered through both classroom-based learning in professionally oriented foreign language courses and independent study.

Scholars affirm that the defining characteristics of such a system include the following: "It is necessarily a goal-oriented process, aimed at achieving a consciously defined objective and clearly formulated tasks; it is a process directed toward discovery, creativity, the unveiling of the unknown, the generation of original ideas, and the reexamination of established issues. It is marked by systematicity, whereby both the research process and its outcomes are organised and structured; and it is distinguished by rigorous evidence-based reasoning and the consistent substantiation of generalisations and conclusions" [2, p. 18].

Scientific and pedagogical research involves the pursuit of new knowledge, as well as the analysis, interpretation, and development of systems and methods that contribute to the improvement of education in general and the professional training of specialists in particular. The methodology of pedagogical science examines the specific features of organising and conducting research in the educational field: identifying a scientific problem, developing a research program, plan, and methodology, and organising and implementing pedagogical experiments to confirm or refute the proposed hypothesis.

Traditionally, doctoral dissertations in the field of pedagogical sciences include a substantiated conceptual framework, which is structured around distinct conceptual dimensions. In accordance with the author's vision, grounded in previous scholarly investigations, the conceptual framework for the formation of foreign language professional

competence in future environmental designers encompasses three core dimensions: methodological, theoretical, and technological.

The methodological dimension of the author's concept substantiates the principles and methodological approaches that underpin the study of foreign language professional competence formation. It is considered well-founded to base this investigation on the following principles of scientific inquiry into pedagogical reality: determinism [11]: the study justifies a set of pedagogical conditions that give rise to a phenomenon, process, or outcome, namely, the formation of foreign language professional competence of future environmental designers, and explores the interrelations among these conditions; correspondence [9]: the construction of the conceptual framework and the system for competence formation is grounded in the results of prior research in philosophy, pedagogy, psychology, linguistics, and language didactics; objectivity [10]: this principle entails the use of appropriate research logic, scientific methods, and procedures that ensure impartial justification of events, phenomena, processes, and facts, as well as the formulation of evidence-based conclusions; systematicity [14]: the formation of foreign language professional competence is conceptualised as a system with clearly defined components and functional relationships; unity of theory and practice [1]: this principle applies both to higher education broadly and to the professional training and foreign language competence development of future environmental designers specifically.

A critical aspect of this study is the clear identification of methodological approaches, which substantiates the application of a set of appropriate scientific methods. Dubasenyuk proposes viewing a methodological approach as "the theoretical or logical foundation for examining or designing an object; a set of methods and techniques for carrying out an activity based on a particular idea or principle. The complexity and multidimensionality of pedagogical practice, along with the level of development of theory and methodology in professional education, allow researchers to draw upon a variety of approaches, both those that are well-established and widely tested, and those that reflect contemporary scientific thinking" [7, p. 65–66].

In the context of this study, the following methodological approaches are considered appropriate for examining the problem of forming foreign language professional competence of future environmental designers:

- systemic approach investigates the formation of foreign language professional competence as a system embedded within the broader framework of professional training for bachelor-level students in speciality 022 Design. This system comprises subsystems, interrelations among them, and connections between the components of each subsystem;
- competency-based approach focuses on identifying and substantiating a set of knowledge, skills, personal and professional values, and attitudes, and their application in academic and professional contexts to foster constructive communication and collaboration;
- practice-oriented approach examines the problem through the lens of practical needs, emphasising the design of professionally-oriented foreign language instruction aimed at preparing future environmental designers to meet the challenges of their professional field and to use a foreign language effectively;
- activity-based approach analyses the formation of competence within the context of organised learning activities, where students adopt a proactive stance and demonstrate readiness for interactive development of their own knowledge systems, acquiring skills for using a foreign language in both personal and professional domains;
- learner-centred approach views competence formation as a purposeful process of student development, grounded in respect for and recognition of their value as individuals and future professionals, and attentive to their unique needs, interests, abilities, and creative potential.
- axiological approach investigates competence formation from the perspective of building a constructive educational environment, in which the acquisition of professionally-

oriented foreign language skills is accompanied by the development of universal and professional values and attitudes. This contributes to shaping future environmental designers with a humanistic mindset and behaviour.

Regarding the theoretical dimension, we concur with scholars who assert that “the theoretical concept encompasses theories, laws, regularities, models, axioms, postulates, concepts, classifications, categories, notions, facts, etc.; it is grounded in principles such as universality, modelling of pedagogical processes, the tiered structure of pedagogical education, approximation of the teacher’s pedagogical functions, multiplicity of pedagogical education models, and dialectical staging and cyclicity. The theoretical concept is further complemented by the following criteria: formalisation, diagnosability, integration, and prognosticity” [8, p. 69].

In our study, the theoretical dimension of the author’s conceptual framework for the formation of foreign language professional competence in future environmental designers is based on the integrated application of theories and concepts from several domains of scientific knowledge, including: philosophy: existentialism, pragmatism, constructivism; linguistics: structuralism, functionalism, linguoculturalism; psychology: nativism, cognitivism, interactionism; pedagogy: Bloom’s taxonomy, the concept of developmental learning, and the concept of problem-based learning.

In the context of the technological dimension, the author’s conceptual framework envisions the implementation of a system for forming foreign language professional competence in future environmental designers, based on several conceptual ideas.

The first idea posits that the introduction of such a system must be preceded by pedagogical research confirming the need for its implementation. The second suggests that the system’s deployment should be accompanied by pedagogical studies that validate partial outcomes (or their absence), thereby identifying the need for adjustments during the pedagogical experiment. The third idea emphasises the integrity of the formation process, which requires the establishment of appropriate pedagogical conditions, the renewal of educational content, the use of a comprehensive set of pedagogical tools (including organisational forms, teaching methods, and instructional resources), and implementation according to a structured plan. The fourth idea asserts that the system for forming foreign language professional competence is an integral component of the professionally oriented foreign language curriculum, representing a mandatory element of the educational-professional program for bachelor-level training in environmental design.

The technological dimension of the author’s conceptual framework outlines the preparatory steps for implementing the system, including the development of its theoretical-methodological, content-based, and technological components. According to this dimension, the formation of foreign language professional competence in future environmental designers is conceived as a sequential process involving specific procedures and operations aimed at the gradual acquisition of knowledge, development of skills and abilities, and cultivation of values and attitudes, all of which collectively determine the level of competence achieved.

Conclusions

This study presents a solution to a scientific and pedagogical problem: the formation of foreign language professional competence of future environmental designers through the development and substantiation of a conceptual framework that underpins the design of an appropriate educational system. The investigation addresses societal demands, labour market needs, employer expectations, and the interests and preferences of learners, all of which necessitate the examination, analysis, revision, and renewal of the conceptual foundations of professional training for future specialists in environmental design.

The formation of foreign language professional competence of future environmental designers is conceptualised as a system comprising multiple interrelated subsystems, each characterised by distinct components and functional linkages, as well as interconnections

among subsystems that together constitute a coherent whole. Based on the author's vision, informed by prior scholarly research, the conceptual framework encompasses three key dimensions: methodological (principles of determinism, correspondence, objectivity, systemicity, and the unity of theory and practice; methodological approaches including systemic, competency-based, practice-oriented, activity-based, learner-centred, and axiological); theoretical (theories from philosophy (existentialism, pragmatism, constructivism), linguistics (structuralism, functionalism, linguoculturalism), psychology (nativism, cognitivism, interactionism), and pedagogy (Bloom's taxonomy, the concept of developmental learning, and problem-based learning); technological (reliance on prior and accompanying research, and the assurance of integrity and continuity in the educational process).

References

1. Березюк, О. С., & Власенко, О. М. (2017). *Дидактика: теорія і практика: навчально-методичний посібник для студентів гуманітарних факультетів*. Житомир: Видавництво Житомирського державного університету імені Івана Франка.
2. Бірта, Г. О., & Бургу, Ю. Г. (2014). *Методологія і організація наукових досліджень: навчальний посібник*. Київ: «Центр учбової літератури».
3. Бусел, В. Т. (2005). *Великий тлумачний словник сучасної української мови*. Ірпінь: Перун.
4. Важинський, С. Е., & Щербак, Т. І. (2016). *Методика та організація наукових досліджень: навчальний посібник*. Суми: СумДПУ імені А. С. Макаренка.
5. Гончаренко, С. У. (2002). Дидактична концепція змісту освіти. *Сучасні інформаційні технології та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми*, 1, 22-26.
6. Гуроров, О. І. (2017). *Методологія та організація наукових досліджень: навчальний посібник*. Харків: Харківський національний аграрний університет ім. В. В. Докучаєва.
7. Дубасенюк, О. А. (2016). *Методологія та методи науково-педагогічного дослідження: навчально-методичний посібник*. Житомир: Полісся.
8. Дубасенюк, О. А. (ред.). (2018). *Професійна освіта: андрагогічний підхід: монографія*. Житомир: Видавець: О. О. Євенок.
9. Завгородня, Т. К., & Стражнікова, І. В. (2021). *Методологічні засади педагогічних досліджень: навчально-методичний посібник*. Івано-Франківськ: Прикарпатський національний університет імені Василя Стефаника.
10. Кобаль, В. (2023). Дослідницька методологія науково-педагогічних досліджень. *Сучасні тенденції розвитку науки й освіти в умовах поглиблення євроінтеграційних процесів: збірник тез доповідей за матеріалами III Міжнародної науково-практичної конференції (18-19.05.2023 р.)*. (с. 69-71). Мукачево: Видавництво Мукачівського державного університету.
11. Кондрацька, Г. Д. (2017). Методологічні основи формування професійно-мовленнєвої культури майбутніх фахівців з фізичного виховання у вищих навчальних закладах освіти. *Науковий часопис Національного педагогічного університету імені М. П. Драгоманова. Серія 15: Науково-педагогічні проблеми фізичної культури (фізична культура і спорт)*, 5К, 159-162.
12. Крикун, В. Д. (2024). Вимоги до інтелектуальної адаптивної системи іншомовної підготовки офіцерів збройних сил України intelligent. *Наукові записки. Серія: Педагогічні науки*, 213, 178-184.
13. МОН України. (2018). *Наказ № 1391 від 13.12.2018 року «Про затвердження стандарту вищої освіти за спеціальністю 022 «Дизайн» для першого (бакалаврського)*

рівня вищої освіти. Взято з: <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/022-Dyzayn-bakalavr.28.07.pdf>

14. Ракітянська, Л. М. (2018). Наукові підходи як теоретико-методологічне підґрунтя педагогічних досліджень. *Наукові записки. Серія: Педагогічні науки*, 163, 124-129.

15. Рябовол, Л. Т. (2024). Система іншомовної підготовки у збройних силах України. *Наукові записки. Серія: Педагогічні науки*, 216, 70-76.