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## THE SPECIFICS OF TEACHING FOREIGN LANGUAGES TO STUDENTS MAJORING IN TOURISM

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*The article is devoted to considering the peculiarities of professionally oriented foreign language training of tourism students, in particular the factors that ensure high-quality effectiveness in mastering a foreign language and contribute to personal and professional growth. The purpose of this study is to highlight the specifics of teaching foreign languages for the travel industry, determined by the sociocultural nature of tourism and the deepening of globalization processes in the service sector. The methodological basis for analyzing the issues raised are the principles of psychological and pedagogical science about the essence of personality and ways of its formation, in particular about the role of language as a means of cognition and transmission of social experience. Therefore, the main dominants of the educational process in the system of professionally oriented foreign language training of tourism students are competency in effective professional communication of tourism experts as a result of mastering the relevant professional competences when studying the discipline "Foreign language for professional purposes", sociocultural orientation of foreign language teaching and interactivity as a basic principle of professionally oriented education.*

*Key words: intercultural communication, professional competence, general competency, interactivity, sociocultural approach.*

*Гуляк О. Б., кандидат педагогічних наук, Особливості навчання іноземних мов студентів туристичних спеціальностей / Львівський інститут економіки і туризму, Україна, Львів*

*Стаття присвячена розгляду особливостей професійно орієнтованого навчання іноземних мов студентів туристичних спеціальностей, зокрема тих чинників, які забезпечують якісну результативність в оволодінні іноземною мовою та сприяють особистісно-професійному вдосконаленню. Метою даного дослідження є висвітлити специфіку викладання іноземної мови за професійним спрямуванням для сфери туризму, детерміновану соціокультурною природою туристичної діяльності та поглибленням глобалізаційних процесів у сфері послуг. Методологічною основою з'ясування порушених питань є засади психолого-педагогічної науки про сутність особистості та способи її формування, зокрема про роль мови як засобу пізнання та передавання суспільного досвіду. Саме тому, основними домінантами навчального процесу в системі професійно орієнтованого навчання іноземної мови у ЗВО туристичного профілю є компетентність в ефективному професійному спілкуванні фахівців туристичної галузі як результат оволодіння відповідними фаховими компетенціями при вивченні дисципліни «Іноземна мова за професійним спрямуванням», соціокультурне спрямування викладання іноземних мов та інтерактивність як основний принцип професійно орієнтованого навчання.*

*Ключові слова: міжкультурна комунікація, соціокультурна компетенція, компетентність, інтерактивність, професійно орієнтоване навчання*

**Introduction.** As a special form of social interaction, rich in content and various manifestations, modern tourism covers different levels of intercultural communication, offering tools for comprehensive and harmonious development of personality through dialogue of cultures, which contributes to harmonization of social relations under the conditions of globalization and internationalization of public life. This dialogue of cultures is an instrument of "cultural memory of the nation", which transmits information about the culture of its own people and attitude to the cultural heritage of the neighboring peoples from generation to generation [1].

Consequently, the main "social" task of tourism is, above all, to create favourable conditions for comfortable intercultural interaction, which is supposed to resolve the contradictions of the globalized world and add the humanistic touch to life in an information society, which seeks to preserve the humanistic meaning of communication as a basis for communicative relations, and as a means of preserving the cultural memory of the nation.

Various aspects of multicultural and intercultural education have been the subject of research by such Ukrainian scholars as I. Bekh, O. Gurenko, V. Dziuba, S. Sysoeva, O. Sukhomlynska, V. Yevtukh, A. Yermolenko and others.

From a linguistic point of view, the concepts of "language" and "people", "language" and "culture" are inseparable. Language directly determines the spiritual development of the people, enabling the formation of their worldview. The social nature of tourism facilitates the professionally oriented foreign language training for future professionals in the tourism business through the prism of the culture of the people – the native speaker, since usually the main reason for misunderstanding in intercultural communication is the difference of national consciousness but not language difference [2].

The need for involvement in the culture of the people, whose language is being studied, is acknowledged by leading domestic and foreign methodologists and pedagogues, in particular N. Borysko, L. Golovanchuk, S. Nikolaieva, Ye. Passov, V. Safonova, O. Selivanova, O. Tarnopilsky, G. Tomakhin, L. Damen, D. Killick, S. Kramsch, J. Munbay, R. Spack, P. Steavens, etc.

**The main objective of this study** is to highlight the specifics of professionally oriented foreign language training of future specialists in tourism, determined by a sociocultural nature of tourism and deepening globalization processes in the service sector, as well as generalize the main aspects of such training in terms of competency in effective professional communication.

**The relevance** of this work lies in substantiating the factors and drivers of professionally oriented foreign language training of tourism students that provide their quality performance in mastering foreign languages and contribute to their personal and professional development.

**The methodological basis for the study** of these issues are the findings of psychological and pedagogical science on the essence of personality and patterns of its formation; about cognition as an active reflecting and transforming activity of a person in the process of formation of his or her professional culture; about the psychological mechanisms underlying the development and consolidation of complex communicative skills, the structure of the motivational sphere of man, and the motivating forces and means of their regulation in the process of teaching foreign languages.

**Presentation of the main material.** Tourism as a sociocultural phenomenon in a globalized world necessarily presupposes the economic culture of its stakeholders and requires professionals who possess the

competency in effective professional communication, are capable of intercultural interaction and have the appropriate personal qualities.

The competency in effective professional communication of students majoring in tourism is formed in the process of professionally oriented foreign language training as a result of mastering such professional competencies as: professional and communicative (ability to communicate orally and in writing with native and non-native speakers in professional communicative situations, choosing appropriate verbal and nonverbal means), discursive (ability to control one's oral and written foreign language speech), sociolinguistic (ability to take into account the nationality and social characteristics of the speaker), sociocultural (capacity for successful intercultural interaction and completion of joint social projects), information competence (ability to use information technologies in professional activity and everyday life), entrepreneurial (ability to analyze and correlate one's own economic interests with the needs of the labor market), strategic (knowledge of general strategies for organizing educational work, cognitive research strategies, communication strategies), etc. [3, p. 4].

To help students acquire the key professional competences while learning foreign languages we use a competence approach, which according to some scholars, has become a methodological basis of the contemporary higher education system, taking into account the society requirements for training competitive specialists, who should be fluent in their profession and willing to improve their skills throughout their lives [4, p. 4].

It must be said, that an integral element of these competences is the competence of personality enhancement, which primarily consists of the relevant knowledge and ability to carry out meaningful activities, in particular moral self-regulation. It also implies the experience of such activity and certain authority over such life strategy – the strategy of

permanent personal development as a prerequisite for successful professional activity and sociocultural sustainability. It is acknowledged, that the core of this competence is self-cognition based on reflection. It is also concerned with positive thinking and creativity.

The key role in the development of the above mentioned competences belongs to language, which is the tool of thought, the basic mechanism of acquiring knowledge about the objective world. According to the American linguist Edward Sapir, language is a way of defining social experience for all who speak that language. It resembles a mathematical system that reflects experience in the true sense of the word only in its most elementary beginnings, but over time becomes a system of concepts that allow you to predict all possible elements of experience in accordance with certain accepted formal rules [5].

While learning the language, the person masters the basic forms and laws of thinking. Consolidating the results of cognitive activity, language enables people to go beyond their immediate sensory perception and makes up the element of their self-consciousness, which is highly important from the perspective of personal and professional growth. As the famous Ukrainian scholar O. Potebnia put it, "language refers to all other means of progress as the first and the main" [6, p. 211].

In addition, extending the competency in effective professional communication in the process of professionally oriented foreign language training ensures the development of general competency of future tourism experts, as a result of mastering the knowledge, skills and abilities that provide the necessary conditions for successful professional activity in the tourism industry, in particular readiness and capacity for international and intercultural communication.

Actually, the sociocultural nature of tourism activity deepens the sociocultural orientation of foreign language training of students majoring

in tourism. The methodological principles of the sociocultural approach to education are the science of values (axiology). It emphasizes the development of personality in the process of assigning universal values, the personality being perceived as the greatest value, and focuses on the creation of the appropriate educational environment for the formation of personality in the context of universal culture.

According to Yu. V. Bondarenko, "... in the world of fierce competition and rapid technological change, sociocultural development is a must. ... Professional training at the level of the world standards and education at the level of universal values is an integral part of solving the main problems of ensuring growth in an open economic society " [7, p. 74].

In the process of teaching professionally oriented foreign languages to students of a tourist profile, the inseparable nature of the language and culture of the people becomes especially obvious. The very nature of tourism activity deepens the cultural content of educational courses and determines the sociocultural approach to teaching foreign languages, since from a linguistic perspective, learning a new language is the acquisition of a new point of view in the former worldview, as each language forms a fabric woven from the concepts and ideas of a particular part of humanity.

Awareness of the cultural features of native speakers – their traditions and customs, communicative behavior and etiquette, the ability to adequately use this knowledge for effective communication between different cultures makes up the sociocultural competence of the tourism business representatives, i.e. sociocultural knowledge and skills that facilitate the appropriate intercultural professional communication.

In view of new challenges and contradictions of the globalized world it is highly important that the sociocultural competence formed in the process of foreign language training of students majoring in tourism

should include such components as linguistic (background knowledge, non-equivalent vocabulary, toponyms, anthroponyms, phraseologisms), sociolinguistic (formulas of speech etiquette, politeness rules, expressions of folk wisdom) and country studies (knowledge of culture, history, traditions and customs of the people).

However, an integral part of effective professional communication in the field of travel and hospitality is not only knowledge of foreign languages, including sociocultural one, but also the awareness of the language culture, i.e. the capacity for the appropriate choice and organization of language means, which in a certain communicative situation in compliance with modern language norms and communication ethics allow to achieve the purpose of communication ensuring the greatest communicative effect.

Moreover, it is essential to consider the social division of language, which according to linguist R. Bart, takes place not at the level of the language system, which is understood by all, but at the level of discourse and its varieties. From his point of view, we stay within the language of our social and professional zone, and such self-restraint allows us to somehow adapt to the fragmentation of our society [8, p. 524]. Therefore, we should carefully use professional words that help the representatives of the same profession distinguish the concepts that are common names for non-specialists. For example, such professional words as "destination", "attractions", "dining district", "entertainment district", "highlight", "all-inclusive", "low-cost", "layover", "full board", "half board", "familiarization trip", "holiday rep", etc. for non-specialists have little information value. Such vocabulary serves people of the same profession for more accurate and concise expression of opinion, but in communication with clients for better understanding it is recommended to use more neutral vocabulary. In business conversation it is not recommended to overdo difficult



scientific terms. You should not strain the interlocutor, even if he is well-educated.

According to F. Kuzin, an author of the popular book on business ethics and psychology "Culture of Business Communication", business people should have a set of ready-made and tested by many years of business communication standard clichés, so that one could formulate the desired opinion by analogy with them, which makes professional communication clear and effective [9].

The content of course books for learning foreign languages for the tourism industry takes into account the peculiarities of communicative behavior of the representatives of this sphere. Topics for discussion, lexical and grammatical exercises, listening tasks, communicative situations reflect typical situations of professional communication in the tourism business and offer a lot of language structures that facilitate the position of the speaker, allowing him to spend no extra effort to find the right wording. They help briefly, clearly and politely express concepts, wishes, and requests, optimize conversations and negotiations, etc.

Since tourism is primarily a field of human interaction, in the process of foreign language training it is essential to focus on interactive technologies of foreign language teaching, in particular such methods of interactive instruction as: project method, case study method, cluster method, method of "brainstorming".

Project work is offered to students to summarize knowledge of the topics under study, usually in the form of presentations. The use of this method creates the appropriate conditions for the formation of skills and abilities embodied in the final intellectual product, as well as for the development of independence, creativity of students, the ability to think logically, make decisions, identify and solve problems. It is widely used in the process of students' research, for example, when preparing for

participation in students' scientific conferences in foreign languages and cultural events for the Day of Tourism.

Communicatively oriented course books recommended for teaching the discipline "Foreign language for professional purposes" to students majoring in tourism, contain interesting tasks for case study – case study method or method of specific situation – interactive technology that uses real economic, social, and business situations as material for analysis, discussion, search for optimal solutions, etc. The use of case method helps to implement a communicative approach to foreign language training, since students are offered such communicative situations that encourage natural speech and help create a language environment in the classroom. For example,

**Case study:** Improve a service.

**Aim:** To reduce costs and customer service at CheapSky Airlines.

- 1 Read about problems that airline staff have to deal with.
- 2 Listen to a meeting about the problems with air rage and how to solve them.
- 3 Discuss ways to reduce costs and improve customer service [10, p.22]

Since case technology is an algorithmic process – analysis, discussion, finding the optimal solution to a specific problem or situation (case) – it is important that you should follow this orderly sequence.

The cluster method in professionally oriented foreign language teaching can be used to systematize vocabulary on a number of related topics or to combine several topics for more detailed further consideration. For example, the cluster "Tourism as a business activity" usually combines the following topics: "Activities of tour operators and travel agencies", "How to create a package holiday", "The most popular travel destinations in Europe", "Tourism development in Ukraine", "Responsibilities of a travel agent", "Marketing in tourism". "Business in Information Society" cluster

may cover the following issues: "IT in modern society", "Use of IT in tourism", "International computer reservation systems and their application", "Internet in students' life". "The use of IT in the study of foreign languages", "The problem of maintaining the privacy of information in the information society", etc.

It should be noted that under the conditions of interactive training the role of the teacher in the educational process changes. In interactive instruction, the teacher becomes an equal partner, organizer of creative activities and consultant. His activity gives way to the activity of students, his efforts are aimed at creating conditions for the implementation of their initiative. Under such conditions, the teacher does not only transmit new knowledge but encourages students to search independently, since they are full participants in pedagogical interaction and their experience is as important as the experience of the teacher.

In addition, such educational environment satisfies the needs of personality-oriented communication of students and significantly increases their motivation, since it is well known that only what is needed and interesting is learned quickly and easily.

Motivation to master a foreign language, readiness for foreign language professional communication of future tourism experts is considerably optimized by means of IT tools and IT technologies. The use of E-learning (learning with the use of computer programs, distance learning, virtual learning, mobile learning, etc.) expands the possibilities of foreign language education, in particular *by way of* approaching real communication situations that activate speech activity of students and increase their cognitive capacity for learning foreign languages.

**Conclusions.** Professionally oriented foreign language teaching of tourism students focuses on the effective mastery of foreign languages as a means of effective communication in the field of professional interaction

and a factor of intercultural communication on the international market of tourist services.

The sociocultural nature of tourism, which implements the potential of the nation's cultural memory, determines the specifics of foreign language training of specialists in this field. Consequently, the main dominants of the educational process are competency as a result of mastering the relevant professional competences during the study of the discipline "Foreign language for professional purposes", sociocultural orientation of foreign language training and interactivity as a key principle of professionally oriented education.

Professionally oriented foreign language training is also a powerful driver of personal development of future tourism experts, in particular, in terms of expanding their cognitive abilities and self-awareness, which is provided by intensive use of language as a means of cognition and communication.

Since in modern society, high-quality language education is a national priority and a prerequisite for national security, teaching foreign languages to tourism students should be aimed at achieving high-quality results that ensure permanent professional growth as well as moral and psychological health.

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