FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF THE TOURISM FACULTY STUDENTS IN TEACHING A FOREIGN (SECOND) LANGUAGE

Leyla Satarova¹ and Gulnara Musina²*

¹Asst. Prof., Kazan Federal University, Russian Federation, satarova1973@mail.ru
²Assos. Prof., Kazan Federal University, Russian Federation, gulnara-2003@yandex.ru
*Corresponding Author

Abstract

The relevance of this article is determined by the fact that the concept of the development of professional education in Russia at the present stage is due to the trends in the prospective transformation of the economy. New directions in the field of the economic development require the necessity of revising the tasks facing higher education. Currently, both external and internal tourism is becoming one of the most promising sectors of the Russian economy. The need for learning foreign languages is increasing with the development of cultural, tourist, economic ties between countries and continents. The demand for specialists in the field of tourism who speak foreign languages is growing every year. One of the most important areas for the development of education is becoming a competency-based approach, namely, the development of language knowledge, skills and abilities associated with the practical application of a specialist's communicative abilities in the field of tourism. Therefore foreign language education should be focused more on professional competence, which increases the efficiency of specialists. The content of foreign language education has a significant, but underused potential for professionally oriented training of specialists in the field of tourism. The problem of language training of tourist university specialists in professional education is considered in the works of A.P. Shenshina, O.Yu. Markova, T.N. Efremtseva, E.A. Alliluiko, V.M. Kospanova and others. The problem of introducing a linguistic and regional component into the process of teaching a foreign language is considered in the works of both foreign (R. Lado, J. Lacera, etc.) and domestic researchers (E.M. Vereshchagin, V.G. Kostomarov, M.B. Khrapchenko and etc.). The deepening and expansion of international cooperation has identified the problem of the socio-cultural context of learning a foreign language, the use of skills and abilities of professionally oriented communication, ensuring the communicative competence of specialists in the field of tourism. The introduction of the concepts "competency" and "competence" to the practice of teaching allows us to solve the main problem of applying theoretical knowledge in solving specific problems or finding a way out of problematic situations. The competence-based approach implies not the assimilation of individual knowledge and skills by students, but a complex procedure for mastering them, in which an appropriate set of educational components is determined for each selected area. The peculiarity of pedagogical goals for the development of competencies is that they are formed not in the form of the teacher's actions, but in terms of the results of the student's activity, i.e. his or her promotion and development in the process of assimilation of certain social experience. Communicative competence is based not only on the breadth of professional activity knowledge; it includes the skills of understanding the professionally oriented literature texts and the use of special information sources, the ability to establish business contacts with representatives of foreign travel agencies and communication with foreign tourists. In addition, pedagogically-oriented forms of classes, along with self-training, have a positive effect on the students' intellect and creative abilities development. The results showed that the development of pedagogical technologies, the formation of the Tourism Faculty students' communicative competence contributes, on the one hand, to more effective professional training of future
specialists, on the other hand, enriches the theoretical and methodological foundations of foreign language education in tourism universities, which contributes to the practical implementation of the research goal and making a certain contribution to the theory of pedagogical science.

**Keywords:** professional communicative competence, Tourism Faculty students, teaching a foreign language, field of tourism, language knowledge.

1. **INTRODUCTION**

Russia's integration into European and global processes has led to the problem of mastering the cultural characteristics of other countries, since entry into a common space is impossible without mastering its cultural context (Mosalev and Avakova, 2009, pp. 40-46). Awareness of belonging to a single global space requires the achievement of understanding among the bearers of different cultures. The interconnection of different cultures is getting stronger every year, which is why it is necessary to establish mutual understanding between representatives of different cultures. According to T.B. Frick, intercultural communication is the communication of people who represent different cultures (Frick, 2013, p. 12).

Integration into the common European educational space in the field of studying a linguistic personality should take into account cultural differences, including in the methodology of teaching foreign languages. Modern education involves, first of all, the development of the students' personality, their cognitive abilities, the formation of an integral system of universal knowledge, and not just mastering the amount of knowledge in certain academic subjects (Buryak, 2012, p. 18).

Training a specialist for activities in the field of tourism requires a high general culture, knowledge of foreign languages, an ability to communicate with representatives of different ethnic groups. In domestic science, the initiators of the study of linguistic personality are teachers of foreign languages and the theory of intercultural communication (L.I. Grishaeva, V.B. Kashkin, O.L. Leontovich, A.P. Sadokhin, S.G. Ter-Minasova, L. V. Tsurikova and others). By the way, S.G. Ter-Minasova notes that the close relationship and interdependence of teaching foreign languages and intercultural communication are so obvious that they hardly need lengthy explanations. Each foreign language lesson is a crossroad of cultures, it is a practice of intercultural communication, because each word reflects a foreign world and a foreign culture: behind each word there is an idea of the world conditioned by national consciousness (Ter-Minasova, 2004, p. 348).

A foreign language has become an integral component of the process of training specialists for the tourism industry. Now the tourism industry needs specialists who, along with professional skills, have communicative culture, communicative literacy and competence, both in their native language and in foreign language communication. Hence it follows that a systematic approach is needed to the content of the language training of tourist university students, revealing the essence and content of teaching a foreign language at a university at various levels of professional education. Research work is being carried out on the basis of KFU, with the aim of creating training programs and processing material that covers those aspects of speech activity that a future specialist needs to implement production tasks. Based on the curricula of the university, in the specialty "International tourism", special attention should be paid to such discipline as "foreign language in professional activity (second)", which helps students master the skills of professional vocabulary and the features of translation from one language into other of oral and written speech containing tourism terminology. All this requires not only knowledge of a foreign language, but also certain communicative skills that ensure the formation of professional communicative competencies needed for tourism industry specialists.

When forming the process of teaching intercultural communication, preference should be given, as we see it, to the following types of competencies in the conditions of intercultural communication: linguistic (possession of knowledge about the language system); speech, involving the ability to formulate thoughts through the units and rules of the language; sociocultural, involving knowledge of the national and cultural characteristics of the social and speech behavior of native speakers; utilitarian, involving the desire and ability to communicate with other people; compensatory, which implies the presence of skills to correct speech, compensate or compensate for gaps in communication; logical, allowing to develop strategies for constructing and interpreting the text; communicative, involving the possession of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, customs, traditions, etiquette in the field of communication, observance of
The requirements of professional tourism education make it necessary for specialists to master terminological vocabulary as one of the components of the process of forming professional communication skills. To achieve success in the tourism business, it is necessary to know a foreign language at a professional level. Without knowledge of the basic rules of translation, it is impossible to conduct business negotiations with foreign partners, keep business documentation, have a free dialogue on a professional topic with foreign clients competently. The formation of professional communication skills of tourism specialists is an essential part of the professional training of specialists in the field of tourism and is important for the future profession in tourism business management.

2. METHODOLOGY

Because of the volcanic development of the Russian tourism industry into the global tourism community and the renewal of the content of professional tourism education the language training of students of tourism universities is of particular importance, caused by the need for highly qualified personnel who speak a foreign language adequately to the level of employment in the tourism industry. The changes taking place in the educational institutions of the tourist profile have also affected the aspect of the language training of students. The works of M.E. Bagdasaryan, Berman, N.G. Valeeva, O.Yu. Markova, that analyze approaches to the problem of learning foreign languages, are devoted to the problems associated with foreign language professional education.

This article represents the experience of teaching students of KFU in the direction of "International Tourism", in the discipline "Foreign (Second) Languages in Professional Activities" by teachers of the Department of Theory and Practice of Translation, KFU. The paper considers the role of teaching and perception of foreign language speech, writing, translation in professional activities and the development of professional competence of the Tourism Faculty students.

The main research methods are the methods of empirical analysis: testing; questioning; peer review; test questionnaire; pedagogical observations; interviews, which contributed to increasing the motivation of the study participants to learn the language. We have developed a model for the formation of professional communication skills, including the content of terminological vocabulary (gastronomy, professional tourist terms); a set of communication skills (registration (meeting a guest) at a hotel, service in a café, description of the hotel (services and location), thanks, requests, orders, indignation, dissatisfaction, excursions (by transport, walking)); the ability to maintain business documentation; the ability to have a free dialogue on a professional topic with foreign clients; a set of communicative exercises (pre-translation and translation nature), as well as effective forms of teaching students terminological translation, corresponding to various types of educational activities.

The criteria for assessing the professional communication skills of students based on the successful mastery of students in translation activities and the terminological apparatus of the tourism sector at all stages of the pedagogical process are also identified. Below are the topics and exercises that have been developed, providing the formation of translation skills in the process of studying information of the tourism industry about professions related to hotel service and tourism, about tourist attractions of the countries of the language being studied, tips for tourists.

TOPIC 1. Language as a part of culture (German).
TOPIC 2. Traditions of English, German and Turkish language countries.
TOPIC 3. History and geography of countries: England, Germany, Russia, Turkey.
TOPIC 4. Hotel service and tourism.
TOPIC 5. Communication as the basis of intercultural communication.
TOPIC 6. Features of everyday life in the visited countries.
TOPIC 7. Free time.
TOPIC 8. Sights.
TOPIC 9. Travel around the country.
TOPIC 10. Language and ideology. Mentality and respect.
TOPIC 11. Language and national character.
TOPIC 12. Education. Universities. The role of the Internet in education.
TOPIC 16. Value system of language and culture.
TOPIC 17. Cultural life. Theaters, museums, music (modern and classical) of the countries of the studied language.
TOPIC 20. Tips for tourists. Safe driving and behavior on the beach. Attitude to nature and national parks. What to take with you, information about transport, means of communication, accommodation.

The practical significance of the research is in the development of a textbook on “German for students of the Faculty of Economics, Management and Tourism (2nd and 3rd year), who study German as a second language. This manual was tested in Kazan State Institute of Culture, Faculty of Tourism, and Kazan Federal University, Faculty of International tourism. Methodological developments can be used in specialized educational institutions at various levels of education. Qualitative indicators of changes in the students’ communicative competence were rated based on the results of ongoing monitoring and testing (twice a semester) for 10 years of study.

3. RESULTS

At the practical classes “Foreign language (second) in professional activity” of the “Tourism” faculty students could practice their knowledge, skills in documentation, knowledge of a foreign (professional) language in a sufficiently large volume, perceive the flow of information in a foreign language, adequately respond to speech and written communications, conduct business negotiations, and this will undoubtedly increase the competitive qualities of a specialist in the field of tourism in the labor market. It should be noted that today the requirements for the professional education of a modern student are fundamental knowledge and skills that they could apply in practice in any country of the world.

At this stage, the methodology of teaching a foreign language is developing under the sign of communicatively-oriented learning. In domestic science such scientists as B.V. Belyaev, I.L. Bim, E.I. Passov, V.V. Safonova, A.P. Starkov and others contributed to the development of the problem of the communicative approach in education. The most complete justification of the communicative approach in domestic science was proposed by I.A. Winter in 1991. So, researcher B.D. Parygin believes that “communication is a complex and multi-level process that can act at the same time as a process of interaction between individuals, as an information process, as an people’s attitude to each other, as a process of their mutual influence on each other, and as a process of mutual understanding” (Parygin, 1999, pp. 328-334). Developing a methodological manual and thematic exercises for students (specialists) of a tourist profile in a foreign language, we came to the conclusion that it is necessary to provide students with meaningful and informative material, thus influencing both the intellectual and emotional spheres of the individual. The educational process motivated the students’ communication both in the team and with the teacher.

In practical classes on "Foreign (Second) Language in Professional Activity" for Tourism Faculty students, the main attention should be directed to ways to enhance the learning process in general and the ways to increase the density of communication. Language material should be introduced and consolidated in the context of communication, and include both dialogic and monologue speech (reading and listening). The teacher should apply communicative exercises methodically correctly and consistently, improvise and create informal communication; communicative tasks should be built logically correctly, which would ensure a lively interest in communication and enthusiasm for students in the classroom through the use of collective interaction forms. Each lesson should be clearly structured and divided into groups, there must be motivated communication tasks of varying degrees of complexity. One of the main teacher’s actions when teaching a
language as a means of interaction is to communicate with students as equal partners, individuals, a team of individuals, contributing to the practical acquisition of a foreign language not only within the framework of professional activities. The success of teaching a foreign language depends not only on the joint coordinated activities of the teacher and students, but also on the mutual understanding that develops between them. Pedagogical observations have shown that interaction with students contributed to the following features of pedagogical communication: communication based on enthusiasm for joint creative activity; communication based on friendly disposition; communication with a certain distance. However, all styles of communication contribute to the formation of partnership relations, which are manifested in the relationship and mutual influence of both parties, in the consistency of students’ and teacher’s speech actions. As a rule, the main means of teacher’s influence are greetings, requests, advice, gratitude, approval or misunderstanding. The main form of learning activity in this case is a joint enthusiasm for communicative and cognitive activities, live communication. Depending on the situation in the lesson, the teacher acts as a speech partner, or an assistant and consultant, or an initiator of communication. As for the learner, thanks to favorable interpersonal relationships, he does not feel fear of making a language mistake, of being misunderstood, he feels relaxed and free. The result of this style of communication is an increase in the level of motivation of students’ behavior, and the teacher focuses primarily on the personality of the student and on the prospects for its development.

In this connection, all classes were held in collective, pair and group work; all possible situational examples in the tourism industry were played (both positive and negative). Ongoing classes at Tourism Faculty showed the following results in testing and questioning students. In these groups the level of language proficiency in all types of speech activity has significantly increased, the motivation for mastering the language and its importance for the future professional activity of students in the field of tourism has grown. During the study, we formulated linguocultural means of German language that formalize the communicative intentions of a tourist activity specialist in the process of communication, which not only comply with the norms of speech etiquette, but also contribute to the creation of a friendly atmosphere, an integral part of the communication procedure in the tourist (hotel) service system.

REFERENCE LIST