МІЖКУЛЬТУРНА ОСВІТА І КОМУНІКАЦІЯ

INTERCULTURAL EDUCATION AND COMMUNICATION

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FORMING STUDENTS' READINESS TO INTERCULTURAL COMMUNICATION IN TOURISM SPHERE: MAIN APPROACHES

The article analyzes the main approaches to forming students' readiness for intercultural communication in the tourism sphere, including: individual approach to students; problematic and creative nature of foreign language tasks; use of modern innovative learning technologies; dialogue of the learning process; modeling of professional communicative situations. The concept of «student's readiness for intercultural communication» is considered as an integrative professional characteristic of the individual, which determines the level of professionalism of the future specialist in his or her foreign language communicative competence and includes needs, motives, psychological qualities, subject and intellectual knowledge, skills and skills to perform professional tasks. It is concluded that foreign language is an important tool for intercultural communication and at the same time a special mechanism of effective cooperation, since it influences the process of formation of professional qualifications and competencies of future specialists in tourism industry, which ensures their competitiveness in the labor market and guarantees employment in the specialty.

Key words: *dialogizing; intercultural communication; modeling; tourism sphere; students' readiness to intercultural communication.*

Introduction. Actuality of the theme of the submitted article is caused by the growing role of foreign languages which now fill all spheres of human existence. This trend is observed due to the expansion of international relations of Ukraine, broader opportunities to travel abroad, frequent use of the Internet resources. New social order as for acquiring professional foreign languages skills by tourism specialists is associated with the awareness of their communicative and cognitive functions. Foreign languages serve as an important tool for intercultural communication as well as a special mechanism for effective cooperation. Proficiency in foreign languages affects the formation of professional competences of future tourism specialists, thus, provides competitiveness in the labour market and guarantees employment in the specialty.

According to the analytical calculations of the World Tourism Organization, the twenty-first century will become an epoch of tourism, because even with a pessimistic forecast of fluctuations on the tourism market, by 2020, the number of tourist arrivals will amount to 1,6 billion people. In general, only from the beginning of the twenty-first century the volume of international tourist arrivals grew by 1,8 times and that of revenues

– by 2,5 times (Mazaraki, Boiko, Bosovska, Vedmid, & Okhrimenko, 2018, p. 68). At the present stage it is important to solve the practical problems related to the integration of the Ukrainian economy into the European community, formation of a positive image of Ukraine, expansion of opportunities for attracting foreign and domestic tourists, optimal use of the available potential, effective influence of social and regulatory institutions, formation of new competitive advantages of the national tourist product, attraction of investments, etc. (Mazaraki, Boiko, Bosovska, Vedmid, & Okhrimenko, 2018, p. 81).

In terms of their professional duties managers of tourism and hotel industry have to be able to cooperate with specialists from foreign countries who speak different languages and have various cultural backgrounds. So the problem of training highly professional staff is still urgent for Ukrainian tourism market. Future tourism professionals should acquire foreign language communication skills in order to interact adequately in various areas of communication using the knowledge of behavioural norms and intercultural communication skills. This would allow them to create the atmosphere of business communication with foreign partners in the future work, and in particular to provide an opportunity to use the language efficiently enough to freely express their opinions, to convince a partner to make fundamental decisions consciously, to know deeper the mentality of the partners' country.

It is worth emphasizing that a valuable component of *a communicative approach* to language learning is commonly considered learners' independence or autonomy, though this idea still remains a rewarding, yet challenging goal for language teachers. Explicit *learner-centred approaches* date back to the early seventies of the XX century. One of their original features was the practice of needs analysis, which in turn gave rise to the development of language teaching for special purposes. Learning objectives began to be defined, not just in terms of strictly linguistic criteria, but rather in terms of the sociocultural and professional needs of specific groups of learners. This first stage in what were later to be called «communicative approaches» was centred on the definition of language content – «what» to teach – although it soon came to include a redefinition of methodology – materials and techniques, that is, «how» to teach. Therefore, these early communicative approaches were centred on the learner mainly because they set out to describe the product of the learner's performance and the teacher's methodology to promote the development of the relevant competence (Mariani, 1992).

The concept of «students' readiness to intercultural communication» is considered as an integrative professional characteristic of a person, which determines the level of professionalism of a future specialist in his or her foreign language communicative competence and includes needs, motives, psychological qualities, subject and intellectual knowledge, skills and skills, skills and skills to perform professional tasks. Based on the theoretical analysis of the scientific literature (T. Vakoliuk, A. Vovchenko, L. Gaponenko, N. Castle, L. Rabiychuk and others) and own research we have come to the conclusion that the process of forming students' readiness to intercultural communication in tourism sphere will be effective if the following pedagogical conditions are observed: individual approach to the students; problematic and creative nature of foreign

language tasks; use of modern innovative technologies; dialogizing of educational process; modelling of professional communicative situations.

Thus, the object of the proposed work is the process of forming students' readiness to intercultural communication. The subject of the study is the pedagogical conditions of forming students' readiness to intercultural communication. **The aim** of the article is to define and justify them. Given this, on the basis of theoretical analysis of scientific literature and own research, the task is to prove the effectiveness of the specified pedagogical conditions. So, let's reveal the content of pedagogical conditions of students' readiness to intercultural communication in tourism sphere.

Individual approach to the students. We consider *an individual approach* as teaching students' intercultural communication in a group according to certain program but taking into account their individual and psychological characteristics (Nikolaieva (Ed.), 2002). We consider hand out cards as such that provide the most complete perception of foreign language information by particular categories of students and the use of computer programs the most effective means of individual approach in class.

In self-study work we determine the following forms of individual approach to students: independent work under the guidance of the teacher; self-study mastering of foreign language professional communication with the help of textbooks and manuals, but under the guidance of the teacher; self-study mastering of foreign language professional communication without the help of the teacher.

Problematic and creative nature of foreign language tasks which ensure that each student has an active research position is implemented within *problem-solving approach* to tourism education. The main requirements for problematic tasks, as noted by V. Vergasov (1985), are most fully developed by M. Makhmutov and A. Matiushkin. They are as follows: 1) contradiction that lies in the content of information, the way to get to know the truth lies in the detection and overcoming of contradictions, not in the dogmatic stimulation of truth; 2) orientation on the student's self-study and cognitive activity; 3) correspondence of the educational information with the student's knowledge and method of activity; 4) creation of difficult situations in solving a problem which at the same time must be accessible to a solution; 5) maximum comprehension and absence of words and expressions which are unknown to students.

Use of modern innovative technologies. Audio and video tools as well as computer programs are considered to be quite effective in tourism education, since they provide the perception of information through students' auditory and visual channels and have a positive impact on the personality's motivational sphere.

A lot has been done in the field of computerization of training within *computer-aided interactive approach* to language education: certain technical, didactic, methodical capabilities of the computer as well as advantages and limitations of its use are studied. The techniques for creating and using computer programs for learning foreign languages were developed. Thanks to information technologies student can be considered both object and subject of study. There are two types of activity in the educational system, so it is advisable to consider computer programs as means of teaching and learning (self-education). The student works with the computer

program alone. Since the tasks are not assigned by the teacher and the student is not aware of the programme's leadership, the educational activity seems relatively independent to him, which helps to develop his potential (Verlan, & Tverezovska, 1998).

It is important to emphasize that with the help of computer the student learns material not only in new conditions, but also in new ways. The point is not only that the information he constantly received from the textbook is now presented on the monitor screen, but in the nature of the training. Continuous feedback causes the student to remain active. While performing computer program exercises a student cannot remain passive. This means that in order to successfully complete the tasks, the student must be as active as possible. He cannot be indifferent as the training is conducted in a dialogue mode. Passive perception and mechanical learning of educational material is replaced by participative activities aimed not only at mastering the material, but also at the formation of communicative competence (Mashbyts (Ed.), 1997).

Computer-aided learning provides the individual work of each student. The individuality of the work is manifested not only in the fact that each student works in isolation from the others, but first and foremost in the fact that the rate of completion of the tasks is determined by the student, the psychological characteristics of his personality, abilities, previous life and speech experience. However, the computer cannot replace the teacher and turn the classes into individual tutoring (Gershunsky, 1987). Thus, based on the mentioned above, we have come to the following conclusions: 1) the main methodological principle of the use of computer programs in educational process should be their compatibility with traditional means of education; 2) the computer provides an opportunity to explain the course material, receive feedback, analyze and correct students' answers simultaneously; 3) thanks to the feedback the computer helps to identify and correct students' mistakes, allows to check students' answers, in many cases not only fixes the error, but also accurately determines its nature and eliminates its reason; 4) computer programs provide individual approach to students.

Our own teaching experience within tourism education proves that the use of modern innovative technologies together with other types of educational activities should be rational. Determining the sound balance of audio, video and computer interaction is one of the main conditions for the effectiveness of educational process.

Dialogizing of educational process is one of the most important approaches to the formation of intercultural communication, which promotes culture of professional communication with foreigners and stimulates the development of students' creative abilities (Ananieva, 2002). We consider dialogizing of educational process as joint activity of participants in the educational process in the form of educational dialogue, which provides the emergence of hypotheses, questions, models that reflect the views and individual vision of the participants of the educational process. It occurs between participants in the following forms: teacher – student, student – student, teacher – students, students – students. The peculiarities of the teacher's activity are not to provide ready knowledge, but to encourage students to think, to find information independently, to make conclusions

and generalizations. This is one of the effective forms of learning organization that promotes the development of students' creativity and critical thinking. Moreover, it should be noted that the ability of the foreign language teachers to vary psychological and pedagogical roles is actualized in the process of professional language training. The level of methodological competence of the ESP teacher is determined, in particular, by the ability to choose behaviour patterns and combine roles that are appropriate in a particular educational situation. The role of facilitator within ESP training can be primarily substantiated (Halytska, & Rekun, 2018, p. 61).

Basically dialogizing of educational process of intercultural communication provides dialogic speech studying. Scientists consider dialogic speech as the process of speech interaction of two or more participants. A feature of dialogic speech is its emotional colouring as the speaker conveys his thoughts, feelings, attitudes to what is being said. Another feature of dialogic speech is its spontaneity. It is well known that each participant's speech behaviour in the dialogue is largely determined by the speech behaviour of the partner. That is why conversational speech cannot be planned in advance. This leads to spontaneity, unpreparedness of speech actions, requires a sufficiently high degree of automation and readiness to use speech and speech material (Ananieva, 2002). In addition, dialogic speech is two-sided. During communication the student acts as the speaker, then the listener, who must respond to the response of the partner.

Dialogizing of educational process develops creative and critical thinking, the ability to predict future professional activities and the results. This approach is possible due to the active position of the teacher and students who are equal in communication.

Modeling of professional communicative situations is a set of actions in the system «student-teacher» interaction, aimed at the tourism students' awareness of the foreign language communication for professional intercultural environment. As far as we can judge, such approach would enhance the readiness of future tourism specialists to intercultural communication.

Teaching on the basis of modelling of professional communicative situations assumes the joint activity of students and the teacher in accordance with the conditions of real professional situations which imitate personal characteristics and qualities, show the abilities and skills required for future professionals in the field of tourism.

The basis for the modelling of professional communication situations is the educational speech material, distributed as a problem model. Its content is made up of communicative situations with role-playing tasks for students. The fulfilment of these tasks is aimed at forming students' readiness to intercultural communication. The need for modelling professional communication situations in the process of teaching students of foreign language communication is due to the complexity and versatility of the real communication process. Functional modelling of individual situations can replace the real communication process and can be the basis for learning foreign language communication, because it allows to reproduce conditions that are adequate in speech and take into account all the parameters of real foreign language communication system.

Thus, under the concept of «model», after M. Amosov (1968), we understand the system with its structure

and function which reflects the structure and function of the original. An important feature of the model is the implementation of the following conditions (Fastovets, 1991): 1) an analogy condition (there are similarities between the model and its prototype); 2) presentation condition (model in the process of scientific knowledge replaces the object of study); 3) extrapolation condition (studying the model allows to get the information about the original).

The concept of «modelling», followed by D. Yznadze (1976), we consider as indirect, scientific method of exploring cognition objects by exploring models. Using modelling the students receive knowledge about an object not through direct study (which is not always possible to do) but with the help of studying its model.

So, in the article, modelling of professional communication situations is applied in accordance with the model of the real process of foreign language communication and is considered as a set of pedagogical actions that lead to speech interaction between participants of foreign language communication and aimed at developing communication skills, gaining experience and communication.

The problem of modelling situations of foreign language communication was investigated by Yu. Passov, L. Haponenko, N. Zamkova and others. When communicating, students act not as abstract personalities, but as carriers of certain social and communicative roles. The basis for modelling professional communication situations is artificial situations in which students are offered roles that maximally take into account their personal abilities, professional and communicative experience.

Practical experience in modelling professional communicative situations has shown high efficiency in forming students' readiness to intercultural communication in tourism education. This is because it occurs in such communicative situations that quite mimic the conditions of real foreign language communication. Students who have an interest and motivation gain the opportunity to express their opinions in the communication process, to reveal the peculiarities of their outlook, to identify the character, to overcome the psychological barrier that often occurs in the process of communication in a foreign language. As a result, the student's speech activity becomes personally significant and necessary part of the professional activity of future tourism specialists.

We have identified the following features of modelling of professional communication situations: 1) the organization of teaching foreign languages as means of communication through simulation of artificially created situations that are as close as possible to the real communication process; 2) the partnership role positions of the students and the teacher in specific communication situations; the status of partners contributes to a favourable psychological climate; 3) the selection and the use of professionally oriented materials in tourism for communication; 4) taking into account features of etiquette communication and appropriate speech behaviour.

Conclusion. So, the main approaches to forming students' readiness to intercultural communication in tourism sphere which were identified in the article could be outlined as an overall framework to develop practical communication skills of tourism professionals required for business contacts with foreign partners and colleagues. This is one of the preconditions for implementation of social order as for acquiring professional foreign language skills by tourism specialists which correlates with the basic requirements for the level of modern tourism specialists' profeciency.

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ФОРМУВАННЯ ГОТОВНОСТІ СТУДЕНТІВ ДО МІЖКУЛЬТУРНОГО СПІЛКУВАННЯ В ТУРИСТИЧНІЙ СФЕРІ: ОСНОВНІ ПІДХОДИ

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У статті проаналізовано основні підходи до формування готовності студентів до міжкультурного спілкування в туристичній сфері, серед яких: індивідуальний підхід до студентів; проблемний і творчий характер завдань з іноземної мови; використання сучасних інноваційних технологій навчання; діалогізація процесу навчання; моделювання професійних комунікативних ситуацій. Поняття «готовність студентів до міжкультурного спілкування» розглянуто як інтегративну професійну характеристику особистості, що визначає рівень професіоналізму майбутнього фахівця щодо його іншомовної комунікативної компетенції та включає потреби, мотиви, психологічні якості, предметні та інтелектуальні знання, уміння й навички, які дозволяють успішно використовувати іноземну мову для виконання професійних завдань. Зроблено висновок, що іноземна мова слугує важливим засобом міжкультурного спілкування і водночас особливим механізмом ефективної співпраці, оскільки впливає на процес формування професійної кваліфікації та компетентності майбутніх фахівців туристичної сфери, що забезпечує їх конкурентоспроможність на ринку праці та гарантує працевлаштування за фахом. У зв'язку з цим, актуалізується проблема підготовки фахівців такого професійного рівня, які б якісно володіли уміннями та навичками професійного іншомовного спілкування, адекватно поводилися б у різноманітних сферах комунікації, використовуючи необхідні знання про культуру, прийняту у чужомовному соціумі.

Ключові слова: *готовність студентів до міжкультурного спілкування; діалогізація; міжкультурне спілкування; моделювання; туристична сфера.*

ФОРМИРОВАНИЕ ГОТОВНОСТИ СТУДЕНТОВ К МЕЖКУЛЬТУРНОМУ ОБЩЕНИЮ В ТУРИСТИЧЕСКОЙ СФЕРЕ: ОСНОВНЫЕ ПОДХОДЫ

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В статье проанализированы основные подходы к формированию готовности студентов к межкультурному общению в туристической сфере, среди которых: индивидуальный подход к студентам; проблемный и творческий характер заданий по иностранному языку; использование современных инновационных технологий обучения; диалогизация процесса обучения; моделирование профессиональных коммуникативных ситуаций. Понятие «готовность студентов к межкультурному общению» рассмотрено как интегративная профессиональная характеристика личности, которая определяет уровень профессионализма будущего специалиста в соответствии с уровнем его иноязычной коммуникативной компетенции и включает потребности, мотивы, психологические качества, предметные и интеллектуальные знания, умения и навыки, которые позволяют успешно использовать иностранный язык для выполнения профессиональных задач. Сделан вывод, что иностранный язык служит важным средством межкультурного общения и одновременно особым механизмом эффективного сотрудничества, поскольку влияет на процесс формирования профессиональной квалификации и компетентности будущих специалистов туристической сферы, обеспечивает их конкурентоспособность на рынке труда и гарантирует трудоустройство по специальности.

Ключевые слова: *готовность студентов к межкультурному общению; диалогизация; межкультурное общение; моделирование; туристическая сфера.*