

Questions of Formation of Communicative Competence of Future Specialists in the Field of Tourism

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Abstract: The article deals with issues related to the formation of communicative competence among graduates of higher educational institutions in the specialty "Tourism". The role of motivation for independent educational activities of students to learn foreign languages is shown. As well as the importance of foreign language skills for further professional activities for future specialists in the tourism sector.

1 INTRODUCTION

The theoretical study of the problems of training specialists in various fields for interpersonal communication, at present, indicates the importance of studying the role of such elements as methods, forms and means of learning foreign languages in the linguodidactics of higher education, which contribute to the formation of future specialists' communicative competence in foreign languages.

According To Bitter, N. V. & Kolupanova, I. A. & Zhidkova, I. V. (2015), Sándorová, Zuzana. (2019) in the modern globalized world, the level of development of international business contacts, the creation of enterprises with foreign capital, the development of international integration in various spheres of public activity makes it necessary to have a good command of foreign languages as a communication tool for professionals of any profile, taking into account the characteristics of the specialty or profession.

According to Báez-García, Alberto & Flores Muñoz, Francisco & Josué, Gutiérrez-Barroso. (2018), higher professional education should be based on the model of future professional activities. This condition determines the application of the principle of contextual modeling as the main principle that regulates the content component of the educational process.

The new level of interpersonal communication among professionals determines, in our opinion, the need for transformational transformations of the entire system of professional training and the introduction of foreign language teaching, taking into account the specific features of the future profession.

According To Anchondo, Ercilia. (2018), Báez-García, Alberto & Flores Muñoz, Francisco & Josué, Gutiérrez-Barroso. (2018), Morozova, Nonna & Kulichenko, Raisa & Penkov, Vladimir & Kurin, Andrey. (2018) for future professionals working in tourism, it is very important to form an appropriate understanding of their future profession, and the need to learn a foreign language, as well as the need for this to grow social and subject competence in order to further introduce them to the professional environment from educational activities.

According to Angelova, Gergana. (2020) the use of the principles of contextual modeling of the social and subject component of the upcoming professional activity contributes to the emergence of a more adequate concept of the diversity of the spectrum of social and professional communications of a tourist industry employee, awareness of the main issues of his upcoming work and the acquisition of relevant practical experience.

For the successful formation of professional competencies, specialists in the tourism industry, such as hotel managers, guides, travel agents, tour operators, airline staff, have a need for communication skills in a foreign language.

Recently, more attention has been paid to the problems of learning foreign languages as a tool for communication interaction Menggo, Sebastianus & Suparwa, I & Astawa, I. (2019), Baglay, Oksana. (2020) however, at present, the level of foreign language proficiency of graduates of non-language specialties of higher educational institutions does not fully meet the requirements of the labor market.

According to Hasanova, Gulshan & Samandarova, Mukarram. (2020), the traditional approach to the study of foreign languages based on the translation of texts in the studied specialty and memorization of lexical units has a number of disadvantages due to the presence of the following factors:

- 1) Insufficient use of foreign languages by students;
- 2) requirements imposed by employers of interactive competence for students;
- 3) the Need to optimize the organization of the educational process in teaching foreign languages, generalization of methodological tools and techniques designed to improve communication skills.

According to Rizakhojayeva, Gulnara & Akeshova, M.M. & Rysbekova, A.K. & Karpukbayeva, A.S. & Jazdykbayeva, M.B. & Baltabayeva, Alyona. (2017) the process of modeling the socio-subject aspect of the upcoming professional activity of students should be closely correlated with the application of a professional approach, since it requires determining the necessary list of skills, knowledge and skills, as well as the type of problems that are adequate for future professional activity. Adjusting the content of the educational process of teaching foreign languages leads to an increase in the quality of tourist services.

According to Pletsan, Khrystyna. (2019), Maikovska V., & O., Semenog. (2020) professionally oriented foreign language learning should provide for active interaction between all participants in the learning process, during which communication skills are improved in relation to solving various professional problems.

According to Honcharova, O. M. (2019) in the process of learning foreign languages, taking into account the professional bias, the methods and content of training should correspond to the prerequisites for the need for in-depth study of a foreign language. The following principles can be considered as a basis:

- 1) Purposefully motivating the study of foreign languages;

- 2) Aspect-integrated approach to the learning process;
- 3) Professional orientation of the educational process.

Among which, in our opinion, motivation is the most important.

It is defined by the need for study and research, the need to influence the environment, the need for self-realization, and the need for interpersonal communication. If you do not adhere to the above principles of learning the principles of teaching foreign languages, the learning process will not be effective enough.

There are various methods of learning and acquiring new knowledge, however, in our opinion, success in learning will be achieved only if students are motivated to do so. Students should be aware that learning foreign languages is not just about adding vocabulary, getting the necessary set of knowledge that can be used in the future to search for information on the Internet, conduct business negotiations, etc.

According to Korchagina, G. (2018) the organization of training sessions for learning foreign languages should be based on the following principles:

- 1) the nature of training should be active.

Activation of conversational and mental activity is the key to successful study. Students should not only be able to write and read, but also be able to use their cognitive abilities and knowledge of the world around them to navigate the flow of information.

- 2) Training should be developmental. When acquiring new knowledge, students should apply previously acquired knowledge;
- 3) the Study of foreign languages should be regular and purposeful.
- 4) Students should experience positive emotions from the process of learning foreign languages, and the teacher, in turn, should provide all possible assistance.

2 METHODS

In this research work, an analytical method was applied, through the use of which the problems studied in it were studied in their development and unity. Taking into account the tasks and goals of the work done, the structural and functional method of scientific research was applied. This ultimately allowed us to study a number of problems related to the formation of communicative competence in future specialists of the tourism industry.

Table 1: Results of a questionnaire survey to identify the motives for learning foreign languages.

Motivations for learning	Number of students				Total as a percentage
	1	2	3	4	
1. Be educated and literate, a person, as well as to expand their erudition	59	63	66	67	70
2. Learn to understand spoken foreign language	83	72	62	56	75
3. To communicate with foreign business partners and tourists	85	69	50	49	69,5
4. For the development of creative independence in future professional activities	35	40	48	57	49,5
5. For reading foreign language literature in order to improve knowledge of tourism	31	36	38	45	41

3 RESULTS

As part of this study, we studied the problem of motivation of foreign language learning by students of the specialty "Tourism" studying at the Dnipro national University. At the beginning of the study, we conducted a survey of students of 1-4 courses in which 364 students participated (1st year 98 people, 2nd year 97 people, 3rd year 88 people, 4th year 81 people) (table 1).

Based on the results of the survey, we conclude that the majority of students start learning foreign languages at school. However, about 2/3 of them have a reduced interest in it due to lack of proper motivation, lack of faith in success, low assessment of their abilities, and uncertainty of their future professional career. While learning foreign languages as a means of achieving further professional growth, many trainees have additional incentives to overcome some psychological obstacles along the way, and they are more interested in foreign languages, as well as more motivated to study them.

In this study, we divided the motivations for learning foreign languages into three groups.

In the first group we include cognitive motives. The degree of cognitive motivation, according to our point of view, should be considered the most important factor that encourages learning.

Motives related to this group contribute to the active participation of students in the educational process, contribute to the appearance of positive emotions during training, and help to manifest an emotional and cognitive attitude towards learning.

Students are interested in participating in educational activities, as well as learning foreign languages for General personal development.

In the second group, we attributed the motives associated with the presence of personal professional interest, characterized by a formed stable interest in learning foreign languages, based on an

understanding of its importance in the future during professional activity. This attitude of students to the study of foreign languages is based on the emergence of a conscious understanding of the need to speak foreign languages for interpersonal communication.

About 3/4 of all students who participated in the survey want to learn to understand a foreign spoken language. It should be noted that this indicator is higher in Junior years than in senior years.

When conducting a detailed analysis of this group of motives, we conclude that with a sufficiently high level of motivation for direct contacts with the use of foreign languages with tourists and business partners for students of 1 year of study out of 98 people, 85 are engaged in learning foreign languages for this purpose. In the 3rd and 4th year of study, this indicator decreases slightly, which in our opinion can be explained by difficulties on the way to mastering foreign languages. However, if these students are given a real opportunity to communicate in foreign languages during practical training in health resorts and hotel complexes, this, in our opinion, will strengthen the effect of the motives of the second group.

In the third group of motives, we distinguish the needs of society related to mastering the specialty. The main ones are, in our opinion, the ability to communicate with foreign business partners and tourists using foreign languages (69.5%), to develop creative independence, in future professional activities (49.5%), to read foreign-language literature in order to improve knowledge of tourism (41%).

Based on the analysis of this group of motives, we conclude that there are significant requirements of society for specialists working in tourism to have appropriate competencies in the field of foreign language proficiency to use when communicating with tourists and business partners.

4 DISCUSSIONS

Based on the research, we conclude that for the majority of students in the study group, understanding the need to acquire communicative competence in the field of foreign languages corresponds to the basic professional requirements for employees of the tourism industry, and the presence of students' desire for a creative approach to learning foreign languages gives confidence in productive work on the formation of foreign language communicative competence.

But at the same time, in our opinion, there are opportunities to make the process even more effective. Taking into account the fact that students are not always sufficiently motivated to perform a particular task that teachers set for them, an active position of the teacher is required who competently applies various ways to influence the motivation of the student: the use of cases, an objective assessment of students' knowledge, the problematic content of tasks, etc.

In our opinion, the learning process aimed at increasing the motivation for learning foreign languages can be presented as a combination of various pedagogical technologies that make it possible to create conditions for the formation of communicative foreign language professional competence, among which the most effective can be thematic classes related to the upcoming professional activity.

5 CONCLUSIONS

In our opinion, the training process should be based on the following principles in order to form the communicative competence of future specialists in the tourism industry:

- 1) Apply effective techniques to motivate independent educational activities of students;
- 2) Use classes in the form of discussions, solutions of practical cases, conduct various discussions.

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