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**ADVANCES IN TEACHING ENGLISH FOR TOURISM ON THE CONTEMPORARY BASIS**

***Annotation.*** The article under consideration displays the deep analysis of the matter of shaping foreign language communicative competence of future experts in tourism area. Special highlights are focused on finding the most advanced methods of coming up with the proper solution of the stated concern. The implementation of natural approach, experiential interactive learning to teaching English for tourism has been considered. The results of the study suggest that experiential interactive learning enhance the effectiveness of forming foreign language communicative competence in tourism area.

***Key words:*** teaching, English for tourism, experiential interactive learning, communicative competence natural approach.

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**ІННОВАЦІЇ У ПРОЦЕСІ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ СФЕРИ ТУРИЗМУ НА СУЧАСНОМУ ЕТАПІ**

***Анотація.*** У статті представлений аналіз проблеми формування іншомовної комунікативної компетенції майбутніх фахівців сфери туризму. Особлива увага приділяється розгляду найбільш ефективних методів вирішення цієї проблеми. Було розглянуто використання природного підходу, емпіричного інтерактивного навчання у викладанні англійської мови для туризму. Результати дослідження доводять, що емпіричне інтерактивне навчання сприяє підвищенню ефективності формування іншомовної комунікативної компетенції майбутніх фахівців в галузі туризму.

***Ключові слова:*** навчання, англійська для туризму, емпіричне інтерактивне навчання, комунікативна компетентність, природний підхід.

**PROBLEM STATING.** At the outset of our modern methodological investigation it is worth to stress the actuality along with topicality of the educational present day concern. The matter of shaping communicative competence is very highlighted nowadays. There are many problems in this area and also there plenty of possible solutions in different sources. The dramatic socio-economic reforms that began to be embodied in Ukraine after the signing of the "Agreement on Association between Ukraine, on the one hand, and the European Union, the European Community of Atomic Energy and their Member States, on the other hand," have the significant influence on all spheres of the national economy, including higher education [6].

What is more this is especially important for the training of specialists with higher education who are supposed to promote Ukraine's image in the world, to push forward the revival of the national economy and the regional economy. Tourism corresponds all criteria of "catalyst of economic recovery" [1,6].

After all, tourism, tourist activity creates jobs in the service sector, attracts investments in the region and locally, helps to improve the country's image in the world. This review of the issue demonstrates the great attention, that should be paid on the training of young specialists in tourism and recreation in higher education in countries with developing economies. We have to point out that Ukraine and Turkey possess the significant potential for tourism development.

On balance, mentioned above setting of the matter witnesses of the actuality of the current pedagogical survey.

Tourism sector has a different structure from the other sectors. Because, it associates labor at its every level with the consumer continuously. That’s why it is a must for students of every level who get tourism education to understand the international nature of tourism products and markets (Baum, 2005). Tourism is one of the most labor intensive industries in the world. The quality of tourism product is not only related to the countries’ natural resources. On the other hand, it depends on the characteristics of the workers. Today education is playing an important role for the successfull development of good quality tourism. According to the strategical success factors of touristic destinations and regions, better management of service organisations, the preference behaviors of customers in market dynamics; the human resources team should be managed and improved efficiently (Heskett, 1988). The qualified workforce offered to service sector depends on the shaping of the human resource [2,6].

**THE ANALYSIS OF RECENT RESEARCHES AND PUBLICATIONS.** As the previous studies of project-based teaching indicate, students are involved in self-determination and identification of their future prospects (Kopylova, 2003), that is, self-identification in a future profession and motivation to get additional information in the field of the studied discipline. This advantage was pointed out in a publication by the English researcher D.L. Fried-Booth, (Fried-Booth, 2002), who noted that project work allows each student to make a contribution to a shared project, which reflects individual abilities and gifts [3].

The strategy of teaching foreign languages in Ukraine was created by H.H. Kryuchkov [1] who distinguished such important principles of socio-cultural competence as:

1) humanistic perspective of language learning (facilitating international mutual understanding, to develop scientific, cultural and educational potential of a person);

2) constant language self-improvement (life-long learning);

3) language is the best tool for communication and intellectual development of a person (scientific research proved that every new linguistic system opens new ways of thinking and increases abilities of the brain and intellect);

4) holistic approach (perceptual unity of a person, ethnos and cultures).

Socio-cultural approach was developed in Russia by professor V. V. Safonova in the early 90-ies. According to the scientist, socio-cultural competence which is a part of bi/poly-cultural communicative competence is necessary to every individual, including students, in order to get ready for intercultural communication [3].

To teach English for Specific Purposes means to teach and motivate students communicate not only in the fields of family relations, art, music, sports, etc., but also in the field of science and technology, in the field of their professional interest.

The process of teaching has three aspects: informative; interactive; perceptional.

Therefore, teacher’s success in the classroom depends on the right combination of the knack, forms and methods of teaching and the most expedient technical aids. Nowadays, there exist a great variety of multimedia systems. M. D. Tukalo distinguishes such efficient aids as:

1) computer trainers;

2) computer-aided Master Class;

3) educational film;

4) multimedia presentations;

5) video demonstration [3].

**OUTLINING OF EARLIER UNSOLVED PARTS OF THE MAIN CONCERN.** Hutchinson and Waters too draw the attention to a “learning –centered approach” “in which all decisions as to content and method are based on the learner’s reason for learnig.An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required .

The aim of ESP courses is to equip the learners with a certain English proficiency level for a situation where the language is going to be used, i.e., target needs (Sujana, 2005) . A number of ESP researchers have argued that as language in different context varies, methods and contents of second language teaching should vary to meet the needs of learners in specific situations. According to the same authors, three terms can be used to explain “needs”: ”necessities”, “wants” and “lacks”. They define “necessities” as the type of need determined by the demands of the target situation, that is, what the learner should know in order to work effectively and efficiently in the target situation.

We consider multimedia presentations and video materials, as they are often combined, to be the best and most acceptable for ESP lessons because the setting, action, emotions, gestures, etc, that students see in the film, provide an important visual stimulus for language practice, to increase students’ motivation. Furthermore, they facilitate the development of groups of activities and situations covering students’ professional activities, and create English-speaking environment at the lesson.

According to Gabnai (1999), personality development is the main goal of drama in education, which is done through different situational games or role-plays. There is no audience, but the presence of peers helps students to develop self-confidence and the ability to work in a team, and prepares them to communicate more easily in real-life situations. These activities can be considered rehearsals, where the participants have to speak and perform different tasks in the middle of attention, practicing through this the readiness and inventiveness necessary in different social roles and situations of everyday life. Drama games can increase the self-knowledge and insight into human nature of people working in and for a community [2,6].

Gavin Bolton (1993), the internationally recognized drama educator and theorist of drama in education, called the method developed by him drama for understanding, which can be very useful in teaching different subjects. In these activities the participants work in groups and create an imaginary world, where they ―play‖ different roles. In this world they encounter the same kind of problems as in the real world, thus acquiring real knowledge and experience [3].

According to Heathcote (1995), in drama games and role plays the acts of the participants are deeply influenced by their previous experience and knowledge. This is such a complex pedagogic method, through which the real problems of life can be dealt with in a protective environment, facilitating learning through experience (Heathcote, 1995).

Adriana Vizental (2007:208) identifies two basic modes of oral communication: the conversational (dialogic) mode and the expositional (monologic) one. Both modes can be applied to the purposes of practicing oral skills in Engineering students, as there is a variety of oral communication models with their inherent features [1,6].

**STATEMENT OF PAPER AIMS, WORDING OF INVESTIGATION TASKS.** So, taking this facts into account, we can highlight the aims and goals of the paper, that are as follows: to review some modern approaches to teaching English for tourism, to focus on video materials in teaching ESP and evaluate the influence of watching video on teaching/learning process.

**MAIN FACTS OF THE SURVEY AVERMENT.** What is communicative competence? Communicative competence is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. Communicative competence involves the negotiation of meaning between meaning between two or more persons sharing the same symbolic system. Communicative competence applies to both spoken and written language. Communicative competence is context specific based on the situation, the role of the participants and the appropriate choices of register and style. For example: The variation of language used by persons in different jobs or professions can be either formal or informal. The use of jargon or slang may or may not be appropriate.

Communicative competence represents a shift in focus from the grammatical to the communicative properties of the language; i.e. the functions of language and the process of discourse. Communicative competence requires the mastery of the production and comprehension of communicative acts or speech acts that are relevant to the needs of the L2 learner.

Education for sustainability is more than providing students with content related to the framework themes. It also addresses learning skills, perspectives, and values that guide and motivate people to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner. However, simply adding content to the curriculum will not be feasible in most circumstances; a full curriculum already exists.

To be successful, education for sustainability must go beyond teaching about global issues. It must give students practical skills that will enable them to continue learning after they graduate, to contribute to a sustainable livelihood, and to live sustainable lives. These skills will differ with community conditions. The following list of skills was developed by colleagues from within the four faculties of Macquarie University. Essentially, this list incorporates the types of skills students will need to fulfil their professional and personal goals and objectives in the face of an ever changing world: future thinking, visioning, responsible innovation (underpinned by ethical decision-making), critical thinking, ability to challenge, 'find your voice', creative thinking, clarification and activation of value systems, leadership, self-directed, autonomous and reflective learning [6].

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasises communication, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input [4].

The natural approach has become closely associated with Krashen's monitor model, and it is often seen as an application of the theory to language teaching. Despite this perception, there are some differences, particularly Terrell's view that some degree of conscious grammar study can be beneficial. The syllabus focuses on activities which Terrell sees as promoting subconscious language acquisition. He divides these activities into four main areas: content activities, such as learning a new subject in the target language; activities which focus on personalizing language, such as students sharing their favorite music; games; and problem-solving activities [4].

 In accordance with this definition, interactive language learning and cooperative language learning that has already been shortly discussed in the preceding pages are notions that are closely related to each other. But it should be noted that if in ESP every kind of cooperative learning is interactive (students interact with other people in their target language communication), not all interactive learning is cooperative. Cooperative learning is a narrower notion and an integral part/element in interactive learning - but only a part of it. The reason is the impossibility of designing an effective ESP course in which students are not required to leave their learning environment regularly enough and interact with the outside professional environment to collect some professional information for doing some profession-oriented learning tasks. For instance, as it is clear from what has already been said, when doing their project work, students may be requested to collect information for it on professional Internet sites in English.

 The experiential interactive learning in the conditions of teaching ESP to tertiary school students is a form of learning implemented through a set of specific learning activities. They ensure the acquisition of the target language and communicative skills in it as by-products of extra-linguistic activities modeling professional activities of a future specialist. In this way, students themselves "construct" their target language communication skills through the experience of direct participation in such communication. This makes experiential learning a fundamental feature of the constructivist approach. Experiential learning by its very nature requires students' cooperative interaction that dominates over individual learning activities but does not exclude them. It also presupposes students' interaction with the professional environment outside the classroom for using authentic target-language sources of professional information [7].

 The specific learning activities through which experiential learning in an ESP

course can be implemented have already been listed above. They include:

1. Role playing professional situations in the target language;

2. Simulating professional activities in the target language (including such a form of simulations as continuous simulations discussed further);

3. Project work (when students do profession-oriented learning projects using the target language for doing such projects);

4. Brainstorming some professional issue(s) in the target language;

5. Case studies concerning some professional issue(s) and done in the target language;

6. Discussions of some professional issue(s) conducted in the target language;

7. Students' presentations on some professional issue(s) delivered in the target language;

8. Students' search for professional extra-linguistic information through target language sources (Internet, audio, audio-visual, and printed ones), that search being undertaken for finding some particular information required for doing some profession-oriented learning

Assignments [7].

**CONCLUSIONS.** In conclusion, we would like to highlight the basic attractive characteristics of the techniques considered above, namely an increase in students’ motivation for learning activity, development of interest in foreign languages, a focus on practical outcomes significant for all project participants, growth of students’ world view, conditions for enriching communication both in native and foreign languages, and fostering skills of professional communication.

It should also be noted that using these techniques in arranging students’ independent work in ESP, the role of the teacher changes greatly. Depending on the project stage, the teacher may be a consultant, observer, helper, source of new information, or coordinator. The application of innovative techniques in educational activity is an indicator of a teacher’s high qualifications, his or her advanced teaching experience, and students’ progress.

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