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LABOUR MARKET TRENDS TEACHING IN TOURISM INDUSTRY IN THE CONTEXT OF EUROINTEGRATION PROCESSES

Abstract. The paper covers the problems of teaching a course of English for Specific Purposes for students majoring in tourism in higher educational establishments (HEIs) in Ukraine. Communicative competence is a part of a professional competence of specialists in the field of tourism. In Ukraine successful tourism industry development and the increasing flow of international tourism substantiates the stakeholders' demand for improving tourism industry employees' knowledge and skills of English for Specific Purposes, namely their communicative competence in tourism English. Consequently, tourism ESP teaching methodologies and materials in HEIs in Ukraine need further improvement in order to correspond to the educational and qualification requirements and the stakeholders' demand. The obtained results contribute to the improvement of needs analysis of learning tourism English and tourism ESP course development in HEIs. Needs analysis is covered in terms of its importance and content as the first step to successful ESP course development. Communicative competence in tourism English is considered according to its three components: the linguistic (the knowledge of and the ability to use lexical elements, grammatical resources, perceive and produce the language in particular contexts orally, in writing and reading), the discourse (actual usage of English in the specific conditions in which communication takes place) and the intercultural (deal with specific professional situations in a diverse social and cultural context). Integration of the development of “soft skills” into ESP lessons has been substantiated. Having analyzed the concept of communicative competence in tourism English, course development peculiarities have been considered.

Key words: tourism managers, communicative competence, tourism English, ESP, teaching in higher educational institutions.

JEL code classification: J45, Z3

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ТЕНДЕНЦІЇ РИНКУ ПРАЦІ У СФЕРІ ТУРИЗМУ В УМОВАХ ЄВРОІНТЕГРАЦІЙНИХ ПРОЦЕСІВ

Анотація. Туризм є однією з перспективних галузей економіки. Інтенсивний розвиток туристичної сфери в Україні в умовах глобалізованого економічного простору, інтенсивних процесів інтеграції між сучасними підприємствами різних країн світу обумовлює необхідність підготовки висококваліфікованих менеджерів туризму, які володіють уміннями ефективно здійснювати професійне ініомовне спілкування і якісно розвивати міжнародне співробітництво у сфері туризму. У статті розглядається проблема розробки та імплементації курсу англійської мови за професійним спрямуванням для майбутніх фахівців туристичної галузі у вищих навчальних закладах освіти в Україні. Розвиток туризму в Україні залежить від низки факторів, в тому числі і від якості роботи фахівців галузі, що пояснює запит стейкхолдерів на фахівців, які здатні працювати у міжнародних комерційних і професійних спільнотах, ефективно імплементувати концептуальні рішення і якісно виконувати поставлені професійні завдання, включаючи письмову та усну комунікацію у цифровому і традиційному форматах. Згідно освітньо-кваліфікаційної характеристики, англійська комунікативна компетентність – це складова професійної компетентності фахівця туристичної галузі. Аналіз останніх досліджень, публікацій та наявного навчально-методичне забезпечення дисципліни «Англійська мова за професійним спрямуванням» для фахівців туристичної галузі актуалізує подальше вивчення питання аналізу потреб здобувачів освіти спеціальності «Туризм» і вдосконалення такого курсу на основі аналізу компонентів комунікативної компетентності фахівців туристичної галузі. Аналіз потреб – це основний етап розробки курсу англійської мови за професійним спрямуванням, оскільки дає можливість забезпечити належні навчально-методичні матеріали для ефективного розвитку комунікативних умінь у сфері читання, письма, аудіювання та усного мовлення. На цьому етапі встановлюється зв'язок між цільовими професійними ситуаціями мовлення, видами і формами професійної комунікативної діяльності, запитами від роботодавців, вимогами регіонального туристичного ринку і змістом курсу. Специфіку роботи над розвитком

комунікативної компетентності здобувачів освіти спеціальності «Туризм» розглянуто з точки зору компонентів комунікативної компетентності: лінгвістичного, дискурсивного та соціокультурного. Лінгвістичний компонент комунікативної компетентності задіює вивчення професійно-орієнтованої лексики, граматичних елементів і ресурсів, семантики, сприйняття і продукування мови в усній і письмовій формах. Дискурсивний компонент передбачає роботу над лінгвістичними функціями, стратегіями, стилями тощо, з метою здійснення комунікації в реальних ситуаціях професійного взаємодії, відповідно до конкретної мети, ситуації і обставин, при яких відбувається спілкування. Врахування соціокультурного компоненту комунікативної компетентності забезпечує уміння взаємодіяти у певній професійній ситуації у різноманітному соціокультурному контексті і передбачає освоєння відповідних лінгвістичних маркерів і висловлювань. З метою підвищення конкурентоспроможності, відповідно до вимог сучасного ринку праці і процесів глобалізації, інтеграції, мобільності, розширення інформаційного простору та інтенсивного розвитку технологій, актуальним є інтегрувати формування «м'яких навиків» у курс іноземної мови за професійним спрямуванням для майбутніх фахівців туристичної галузі. На сучасному етапі, з метою адекватного реагування на швидкозмінювані потреби галузі та умови роботи навчальних закладів, доцільно вводити компоненти ICT силабусу і забезпечити роботу над уміннями «навчання впродовж життя». Відповідно, забезпечується оновлення навчально-методичного забезпечення, активізація комунікативних видів роботи на заняттях, покращення якості навчального середовища і вибудовується силабус дисципліни на основі вимог комунікативно-компетентнісного підходу.

Ключові слова: менеджер туризму, комунікативна компетентність, англійська мова для фахівців туристичної галузі, англійська мова за професійним спрямуванням, вищі навчальні заклади освіти.

Introduction. Nowadays tourism is an intensively developing sector in Ukraine. Communication in tourism is of major importance in order for tourism workers to be fully prepared to fulfill all kinds of requests from their clients. English has been a global language of contact and a means of communication between international entities, academic, commercial, professional communities. Thus, knowledge and skills in ESP (English for Specific Purposes) is a part of a professional competence of tourism workers, which is stated in the qualification requirements for specialists in the field of tourism industry [3]. ESP competence provides the means for intensive development of Ukrainian tourism industry by increasing the flow of international tourism. Hence, it is an important task to prepare future specialists of tourism industry to work in a highly competitive international market by effective formation of the key competences in tourism English and “soft skills” during their studies in higher educational institutions.

Problem Statement. Communication skills are crucial for successful tourism industry development [20]. Various types of tourism are developing intensively in Ukraine but the industry still lacks experience. Stakeholders are currently searching for employees who possess both a high level of “hard skills” and are able to communicate effectively in order to implement conceptual decisions and perform a wide range of professional tasks, including digital, traditional, oral and written communication, interpretation and translation of official and business relevant content. However, currently available ESP courses usually neglect the development of learners’

communicative competence, when English teachers teach from texts without proper understanding of their subject-matter and apply the available exercises, with often lack communication focus.

A course of Foreign languages for future tourism industry workers should be based upon the competences, necessary for the effective performance of their professional tasks. An important element in the formation of the tourism student's foreign language professional competencies is mastering English for Tourism skills in order to be competitive and profound on the global tourism market [10]. According to national standards the level should be B2+, which is stated in educational curricula requirements for non-linguistic specialties and tourism majors [1]. Currently ESP teaching and learning needs further improvement in order to correspond to the educational requirements, the stated goals and the stakeholders’ requests. Thus, it is to the point to consider the efficiency of current state of ESP teaching for future tourism industry workers in higher educational institutions (HEIs) in Ukraine, to contribute to needs analysis of learning tourism English and to improve course materials and teaching methods respectively.

Latest Researches and Publications Review. The study is of significance, since teaching ESP courses has been widely explored by the researchers in Ukraine (Vasylyshyna, N. (2020), Koval L.O. (2021), Danyliuk V. (2021) and worldwide (Gandin, S. (2013), Cuic Tankovic, A., Kapeš, J., Benazić, D. (2023), Maican, M. (2014). However, the investigations have mostly focused on the general aspects of ESP teach-

ing and course development and specific types of communication skills in tourism English require further region specific investigation, taking into consideration constant changes in skills' requirements in the modern tourism workplace.

Hence, **the aim of the research** is to contribute to the coverage of communication competences and skills of tourism focus, improve the development and teaching of ESP courses in HEIs according to the current requirements of the tourism industry. Good competences of ESP is the basis for enhancing the level of future specialists in the field of international tourism in Ukraine.

Results. ESP is the use of English for specific purposes based on the learners' needs. It develops from a needs analysis which aims to specify what exactly students have to do through the medium of English in terms of the work or specialist studies they are involved in [19]. Dudley-Evans and St John [9] characterizes an ESP course with absolute and variable characteristic. Absolute characteristics of the course include meeting specific needs of a learner; relevance of its content to a particular discipline, occupation and activities; making use of the underlying methodology and activities of the disciplines it serves; and being centered on the language (grammar, lexis), skills, discourse and genres appropriate to these activities. Its variable characteristics are the following: it may be related or designed for specific disciplines; it may use a different methodology from that of general English; and it is generally designed for intermediate or advanced learners [9].

ESP theoretics consider needs analysis the most significant stage of ESP course development. In order to develop curricula of quality, developers must have valid information on which to base their curricular decisions [11]. First of all, a student needs analysis should be performed in order to ensure proper type of learning materials.

ESP is goal directed and the learners are learning the English language because they need, or will need, to use English in their professional or academic lives. Thus, education and qualification characteristics of a certain tourism specialty must be analyzed and the opinions of various stake-holders, learners, teachers, and experts should be taken into account.

Learning materials on vocabulary areas should be based to meet students' future professional needs as well as build their

academic vocabulary [6]. A connection between the analysis of the target situation and the content of the ESP course should be drawn. Then it is possible to select theoretical language to identify the linguistic features that the learners need.

It should be taken into account that communication in tourism involves face-to-face communication with clients, colleagues, managers, partners, participation in forums and meetings, presentation in public events, advertising campaigns, workshops as well as communication through using technologies, such as the Internet, telecommunication, social media, blogging, email correspondence, working on databases, reports, portfolios, brochures etc. Thus, communicative competence in reading, writing, listening and speaking should be developed.

Communicative competence in English includes the following components: the linguistic, the discourse and the intercultural ones. [8].

The linguistic competence is a subject-specific one and focuses on the basic elements that together form a language, that is to say, knowledge of and the ability to use the vocabulary of the language, consisting of lexical elements and grammatical elements (lexical competence) and the grammatical resources (grammatical competence), ability to deal with the internal organisation of words (semantic competence), perceive and produce the language in particular contexts orally, in writing and reading (phonological, orthographic and orthoepic competences) [8].

When developing an ESP course for tourism industry, vocabulary teaching should involve teaching academic and profession-specific terminology, phrases, word formation elements, chunks, collocations, that is to say "lexical words", organized in semantic fields and contextualized as well as "function words" (such as determiners, pronouns, prepositions, conjunctions, modal verbs, wh-words), which make the connection between lexical words and which are also part of vocabulary [8].

As for the content of teaching material, it is generally covered in modern educational-methodological complexes, which are available for teachers and students today due to well-known publishing houses, including English for International Tourism series (Pearson Education Longman), the Oxford English for Careers: Tourism series, the English for Tourism and Hospitality in Higher

Education series (Garnet Education), Test Your Professional English: Hotel and Catering (Pearson Education), English for the Travel and Tourism Industry (CUP). These books cover general topics, such as: traveling, holidays, types of holidays, ways of transportation, possible travel problems, insurance, eating out, booking accommodation, money matters, employment in tourism industry, tour guiding and operating, working with clients, presenting travel brochures and documents required etc.

Although these teaching materials are of high quality, they should be adapted and enriched according to the requirements of a specific educational program and available ESP course hours, students' entry level of language competence, possible large and mixability groups etc. The peculiarities of regional tourism development (e.g. intensification of cultural tourism, winter tourism in the Carpathians, business tourism, medical tourism and eco-tourism in western regions, peculiarities of the available infrastructure, ongoing war and post-war difficulties etc.) should be taken into account. Hence, it is to the point to combine the available course books with the materials provided by certain Internet resources, e.g.: alison.com/learn/English-for-Tourism, learnenglishfeelgood.com, esl-lab.com, englishformyjob.com, englishclub.com, business-english.com, bbcenglish.com, onestopenglish.com, or prepare tasks and activities based on authentic materials taken from magazines (AFAR, The Travel Magazine, Today's Traveller, The Sunday Times Travel Magazine, Euro Travel Magazine etc.), TV channels (Travel&Living, The Travel Channel, TV Touring etc), web-sites (culturalromtour.com, unwto.org, romaniatourism.com), touristic blogs, brochures, podcasts, personal work situation experience etc [12]. The next component to consider when developing an ESP course for tourism industry is the discourse one, or the pragmatic competence as it is referred to in the Common European Framework of Reference for Languages [8]. To know the language doesn't mean a person can communicate effectively. Thus, the development of the discourse competence contributes to the ability to understand and express oneself effectively in the English language. That is to say, it is the actual usage of English, taking into account the specific conditions in which communication takes place.

Teaching the discourse component of the communicative competence in tourism English may include working on various language functions, for example, dealing with clients' requests and complaints, greeting incoming tourists, small talks at a reception, etc. as well as the strategies applied for these language functions [8], namely steps to be taken and phrases to be said in order to apologize, complain and so on. As a result, learners should be able to produce coherent and logical oral and written communication using relevant styles, language units, and strategies according to certain goals and circumstances in which communication takes place.

An intercultural component of the communicative competence of tourism English is the knowledge and skills required to be able to communicate effectively in a particular social context of language use. Hence, the ESP course for tourism majors should also teach the learners to deal with specific professional situation in a diverse social and cultural context. Tourism workers, especially guides, interpreters, entertainers, presenters, event makers etc., deal with customers and partners with diverse cultural backgrounds in their professional activity and need to learn to use the language appropriately according to various socio-cultural contexts. In addition, intercultural competence helps specialists in tourism marketing, advertising and public relations to develop high quality tourism products for foreign clients. Thus, when developing an ESP course for tourism major students, intercultural studies and teaching appropriate linguistic markers and expressions (separate topics, sections or activities integrated into certain lessons) should be included in order to improve the quality of knowledge and skills of future workers in the field of tourism in Ukraine.

Together with intercultural competence, future tourism workers should know and be able to apply "soft skills" in their professional activity. These skills are of great importance due to the processes of internationalization, globalization, activation of international business and development of information-communication technologies in the modern world [14]. Such skills include working in a team, client-centered approach to working with customers, presentation skills, project management skills, ability to solve problems, make decisions, work under pressure and meet deadlines, readiness to overcome challenges, attention to details and

the quality of the work done, creativity, flexibility, performing active listening and other. "Soft skills" enable tourism workers to be more effective in their professional activity and improve their competitiveness at the job market [20].

Based on the identified data, tourism English course syllabus can be created and evaluation procedures established to see the successfulness of the ESP course for future tourism industry workers. Its content and teaching methodologies should be based on needs analysis for tourism industry workers in Ukraine and its specific regions and communicative approach should be applied, including the implementation of its three main competences: the linguistic, the discourse / pragmatic and the intercultural ones. Teachers of ESP courses for tourism majors should understand that tourism industry is developing and changing intensively and course design should be a dynamic process. Hence, learners' needs and resources may vary with time and need certain improvement and adaptation. Such an ESP course should also be process-oriented in order to fully cover students' needs, develop learners' skills required to deal with target professional situations as well as "soft skills" and satisfy their cognitive needs.

Based on the above made conclusions, it is important to implement communicative classroom activities [16] in order to activate learners' interests and confidence in working on discussions, debates, presentation, autonomy in reading and listening for specific information, readiness to perform project work and problem-solving activities, ability to perform critical listening, reading and thinking and to produce coherent and logical speaking according to the social and cultural context in which the conversation takes place. ESP teachers, who teach tourism English may use a range of communicative activities, such as presentation and project-based activities, critical reading / listening tasks followed by discussions organized in small groups, mind mapping, abstract writing (tourist leaflets, brochures, letters of request, booking, package tour ads etc.) and real-life on-the-job situation games etc.

Since specialists of tourism industry are highly involved in multimedia environment and their communication includes the use of information technologies, the implementation of ICT syllabus or its specific sections is encouraged. It helps to improve the relevance of teaching materials, including multimedia, and

methods (specific on-the-job situation activities) and provides communication practice via ICT means and digital resources in reading, listening, writing and speaking and corresponds to tourism industry peculiarities [13].

Life-long learning skills and activities should be encouraged and taught in the course of tourism English teaching in HEIs, since the branch is constantly developing and new needs and demands are emerging. Life-long learning is the ability of a professional to find new information and acquire knowledge and skills, develop and improve key competences under various circumstances (forms, durations, levels, content, environment etc.) [7]. That is to say, it is important to raise awareness and teach to learn, improve and develop through taking part in international conferences, events, vocational training, taking online courses, reading up-to-date profession-oriented articles, blogs, advertisement, watch videos, podcasts, TED lectures etc. with further self-assessment and feedback. It is worth suggesting and teaching to use the available tools, such as online courses (MOOCs, Coursera, EdX, MIT, iTunes U, FutureLearn, Udemy), lectures and educational videos (TED, YouTube EDU, Do Lectures, @Google Talks, Creative Live, My Mind Expanding Documentaries List, My Education Documentaries List, My Social Media Documentaries List), online skills assessment and portfolio (Degreed, Pathbrite, Smarterer, Mozilla's Open Badges, LinkedIn), papers, podcasts, forums etc. (A New Book Creator, Textbook Revolution, Open Textbooks, Scribd, Slideshare, Creative Commons Education, Open Study), online libraries, educational tools (Learnist, MentorMob, Kibin, BBC Learning, Duolingo, BBC Languages) and self-assessment tools (Evernote, Feedly, Flipboard, Pocket, Diigo, Google Apps, Toggl, MindMeister, Wunderlist, Cojourneo, 43Things, Day Zero Project, Everest App, RescueTime Pomodoro App).

Conclusions. Communicative competence is a part of a professional competence of specialists in tourism industry since English has been the global language of contact between international entities, academic, commercial, professional communities and specialists should be able to communicate effectively in order to implement conceptual decisions and perform a wide range of professional tasks, including digital, traditional, oral and written communication, interpretation and translation of official and business relevant

content. Taking into account the intensive development of tourism industry in Ukraine and constant changes in skills' requirements in the modern tourism workplace, tourism ESP teaching methodologies and materials in (HEIs) need further improvement in order to correspond to their educational and qualification requirements and the stakeholders' demand.

ESP is goal directed and the learners' needs analysis is the first and one of the most important stages of course development in order to ensure a proper type of learning materials for practicing communicative skills in reading, writing, listening and speaking. Communicative competence in tourism English includes the following components: the linguistic, the discourse and the intercultural ones. The linguistic competence is a subject-specific and involves teaching the vocabulary of the language, the grammatical resources, the internal organisation of words, perceiving and producing the language in particular contexts orally, in writing and reading. Teaching the discourse component involves working on various language functions and strategies applied for these language functions in order to produce coherent and logical oral and written

communication using relevant styles, language units, and strategies according to the set goals and the circumstances in which communication takes place. Teaching the intercultural component of the communicative competence of tourism English means teaching the knowledge and skills (appropriate linguistic markers and expressions) required to be able to deal with a specific professional situation in a diverse social and cultural context. Moreover, the development of "soft skills" into ESP lessons is of major importance for future tourism specialists in order to be more effective in their professional activity and improve their competitiveness at the job market.

Tourism ESP syllabus or (ICT syllabus) should be build to meet the requirements of communicative competence approach to teaching English for tourism in HEIs, involve communicative classroom activities and encourage future specialists to develop life-long learning skills, since the branch is constantly developing and new needs and demands are constantly emerging.

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