

Competence-based language learning: the
importance of communication in learning
Russian for professional purposes in hospitality
and tourism

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METHODOLOGICAL BASES OF PROFESSIONALLY-ORIENTED TEACHING OF FOREIGN LANGUAGES

In recent years, the connection of profound changes in society, the emergence of new industrial, economic relations and the introduction of quality new requirements for the level of training of specialists, **the problem of professionally oriented teaching of foreign languages has become increasingly relevant.**

The professionally oriented teaching of foreign languages directs the pedagogical process to the final result of student learning at the university — the future profession, which will eventually become the field of application for knowledge, skills, testing their effectiveness.

Professionally oriented teaching of foreign languages is a specially organized pedagogical impact on the personality of students by means of language and it ensures the simultaneous development of communicative and professional competencies.

Approaches to professionally oriented teaching of a foreign language in the works of Russian and foreign methodologists

The need to increase the level of linguistic competence and the level of professionalism of students led to the development of a competency-based approach in modern pedagogy, which entailed a change in the purpose and objectives of training, as well as its content.

The main task of **the competency-based approach** in the study of foreign languages is the development of the learner's personality.

- The essence of **the personal approach** is to determine the role of the student as a subject of the educational process, to shift attention to the personality of the student and organize the educational process in accordance with the personality characteristics, interests and preferences of the student.

The system-activity approach is based on the concept of purposefulness of speech activity, understanding speech as an effective tool for implementing productive activities, and solving academic, social, and professional tasks in conditions of social interaction. According to the requirements of the system-activity approach, it seems advisable to introduce strategies into the educational process aimed at the mandatory use of speech, language, extra-linguistic means in discourses that contribute to the generalization and systematization of the positive experience of academic communication.

The successful development of discursive skills is impossible without relying on the provision of **an integrative approach** aimed at integrating various areas of scientific knowledge, establishing relationships between them, and forming a holistic picture of the world among students.

- **The communicative-cognitive approach** involves the fixation, storage of knowledge and assessments of the phenomena of the world in language concepts. This is relevant in the development of discursive skills and communicative skills for the implementation of professional interaction.

The reflexive approach is determined by the need for the development of understanding skills of, assessment by the subject of education the academic and professional activity, its success and results. The reflexive component includes assessment, control, and correction of one's own academic activity.

In methodology of teaching Russian in recent years, **the meta-subject approach** has become increasingly relevant. The introduction of the meta-subject approach is aimed to create a whole image of the world, at mastering the methods of activity, not only in educational, but also in social activities, in solving specific life problems.

The history of the formation of a professionally oriented approach in Russia

- **The 50s of the last century** - the development of an appropriate theoretical and methodological framework that ensures the success of professional training for non-native speakers.
- **The 60-70 years of the last century** - The main task of the created educational materials was teaching foreign students to use terms and terminological expressions in speech.
- **The late 70 years** – the term “professional communication” was introduced.
- **The 80-90s of the last century** - the principle of vocational guidance became one of the leaders in teaching Russian.

In conclusion, the methodology of professionally-oriented teaching of Russian as a foreign language has passed a rather long way of development, during which the main tasks and goals have been formulated, forms and methods of teaching Russian have been developed to achieve professional goals, increasing the level of development of academic, social and professional competencies.

Methods of teaching the specialty language (beginning of the XXI century)

- At the beginning of the XXI century, in the practice of professionally oriented teaching of Russian, the so-called case-method — the method of situational analysis, the method of specific situations — began to be used more and more often, the method of training specific situations developed on the basis of factual material for the subsequent analysis in training sessions.
- A training method designed to improve skills and gain experience in the following areas: identifying, selecting and solving problems; work with information - understanding the meaning of the details described in the situation; analysis and synthesis of information and arguments; work with assumptions and conclusions; assessment of alternatives; making decisions; listening and understanding other people - group work skills.

Problems of teaching the Russian language in educational institutions of Greece

- At the beginning of the XXI century, teaching Russian as a foreign language becomes one of the most relevant, promising areas of teaching methods. There was a need to increase the effectiveness of teaching Russian as a foreign language, put forward new requirements for the goals, objectives and content of education, require the search for new forms and methods of teaching humanitarian, linguistic disciplines.
- At the same time, an increase in the number of students interested in learning the Russian language creates a whole range of methodological problems that have still not been resolved: lack of economic support, insufficient advertising, and lack of professional teachers of the Russian language.
- Unfortunately, there are almost no nationally-oriented textbooks aimed at developing skills in spontaneous oral speech and intercultural interaction, there are no textbooks targeting a specific national audience.

The main goals of studying Russian as a foreign language

- to get a profession that requires knowledge of the Russian language: (teacher, translator, guide, businessman, diplomat, etc.)
- to apply for a job in Russia or focus on cooperation with the Russian Federation
- to travel to Russia, acquaintance with the culture, economy, politics, history of the country
- to learn one of the Slavic languages, along with English, French, etc. ;
- for successful passing the exam in the Russian language
- - interest in Russia as a country

Competency-based approach in professionally oriented teaching of a foreign language (in the aspect of Russian as a foreign language)

- The competency-based approach is approach based on the concept of competencies as the basis for the development of the learner's ability to solve important practical problems and the development of the individual as a whole.
- The main goal of introducing a competency-based approach into the practice of foreign language teaching is the formation and development of communicative competence of students.
- The pedagogical process that implements the competency-based approach involves the selection of such forms and teaching methods that will increase the activity of subjects of the educational process. Such forms include conversations, discussions, reflection lessons, integrative classes, conferences, excursions, reflective classes, etc. Problem solving, creating standard and non-standard communicative, problem tasks that are as close as possible to conditions can serve as the main methods and techniques. real professional communication, case studies, brainstorming, etc.

The structure and content of foreign communicative competence of future workers in the field of tourism.

The research of scientific and methodological literature allows to highlight the following knowledge, skills that are included in the linguistic and speech components of **the communicative competence** of a future specialist in the field of tourism.

The main components are:

- • linguistic (a combination of knowledge and skills related to aspects of the language);
- • discursive;
- • sociolinguistic (ability to make an adequate choice of language forms taking into account the context);
- • sociocultural (the ability to implement a "dialogue of cultures", the ability to choose communication strategy in accordance with the requirements of the native speakers);
- • social (readiness and desire for verbal interaction with representatives of another culture, tolerance);
- • special;
- • strategic (the ability of a communicant to fill possible gaps in knowledge in the process of communication)

Development of professionally oriented educational materials of teaching the Russian language (training of specialists in the field of tourism)

The main form of training is a textbook.

The purpose of teaching aids is to ensure the achievement of all the goals of the educational process:

- practical (mastery of various forms of foreign language communication);
- general education (gaining knowledge about the country of the language being studied and the culture of its speakers);
- educational (familiarization of students with universal values for ideals of contacting linguistic cultures, ideals)

A professional perspective, which involves obtaining professional knowledge and mastering professional skills necessary to become competitive specialists.

The basic principles of developing professionally-oriented education materials of teaching Russian, intended for future workers in the field of tourism

- The principle of rigidity and flexibility of the process of mastering the educational material
- The principle of integrativity
- The principle of interactivity is the dialogical interaction of the participants within educational communication
- The principle of visibility
- The principle of variability of exercises
- The principle of changing forms of activity
- The principle of staging skills formation and skills.
- The principle of centrism
- The principle of using expressive means of the studied language
- The principle of accounting for modern technologies of teaching Russian
- The principle of accounting for modern technologies of teaching Russian
- The principle of building a textbook based on a methodological concept
- The principle of communication
- The situation principle
- The principle of matching contact cultures

Taking into account the content and structure of communicative competence, approaches and principles of its development at the Russian lessons in Greek universities, we have developed didactic materials that can eliminate existing shortcomings of teaching aids used in the modern educational process.

- In order to verify the effectiveness of the training materials, a training experiment was carried out, which included three stages: ascertaining, basic, and control
- A training experiment was conducted on the basis of the Athens National University

- To establish the level of formation of the communicative competence of Greek students participating in the experiment, a test was developed that included 5 communicative situations related to the professional activities of guide-translators. Communicative situations reflect the characteristics of the national mentality of native Greek speakers.
- The subjects were offered the following tasks:
 - 1. Express your opinion;
 - 2. Express your intention 'consolation' (make comfort the tourist);
 - 3. Give advice (Help the tourist solve the problem);
 - 4. Reassure the tourist that he is not quite right;
 - 5. Explain the features of the national character of the Greeks. Tell us about this interestingly.

Test tasks were evaluated according to the following criteria:

- 1) a variety of lexical means;
- 2) the use of cliches of a communicative nature;
- 3) solving a communicative problem;
- 4) compliance with etiquette;
- 5) use of expressive means.

- The increase in the level of development of communicative competence among the subjects of the Experimental Group is obvious - by 28.45% (in the Control Group only by 6.65%). The degree of expressiveness and expressiveness of statements, the enrichment of the vocabulary (mainly professional vocabulary) and the active use of synonyms have increased.

The conducted training experiment made it possible to formulate the following methodological recommendations aimed at updating the curriculum on Russian for the training of guide-translators:

- It is necessary to increase the number of exercises
- It is necessary to develop nationally-oriented textbooks for Greek students
- As an effective means of developing cooperation skills, teamwork skills, project forms of activity can be used
- In the Russian language study books there should be assignments stimulating the independent activity of students
- . It is necessary to use interactive forms of work, the introduction of ICT in the learning process of Russian learning

Methodology for the development of professional foreign communicative competence of future guide-translators, which fully takes into account the peculiarities of the national mentality and national communicative behavior of the Greeks.

Thank you for your attention!!!