FORMATION OF ENGLISH COMPETENCE IN DIALOGUE SPEECH OF FUTURE SPECIALISTS IN HOTELS, RESTAURANTS AND CATERING

ФОРМУВАННЯ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ В ДІАЛОГІЧНОМУ МОВЛЕННІ МАЙБУТНІХ ФАХІВЦІВ З ГОТЕЛЬНО-РЕСТОРАННОЇ СПРАВИ

The article researched the formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering. English competence in dialogical speech of future specialists in hotels, restaurants and catering is an integrated quality of a personality. English competence in dialogical speech of future specialists in hotels, restaurants and catering includes both professional knowledge and theoretical one concerning theoretical bases of a dialogue; required skills for listening and speaking; an ability to initiate a dialogue, answer to replicas, encourage him/her to continue the conversation considering local linguistic and cultural characteristics of the speaker.

Teaching dialogic speech is based on two approaches, i.e. inductive (bottom-up) and deductive (top-down). We preferred the inductive approach, according to it the teaching process involves acquaintance with separate replicas of dialogic units, and then further mastering the content of dialogue as a whole on the basis of the proposed educational communicative situations, it also includes listening to sample dialogues, i.e. elements of deductive approach.

The content of English language dialogue of future specialists in hotels, restaurants and catering teaching has been defined taking into account the components of the content of teaching a foreign language, in particular: spheres and types of communication; themes and typical situations of foreign language communication and communicative intentions that arise in these situations; linguistic and speech material necessary for professional foreign language communication; relevant knowledge, skills and abilities. In accordance with the mentioned professional area of communication has been defined as the main one; among the types of communication the advantage is given to the official individual dialogue of the dialogical form.

The formation of English competence in dialogic speech of future specialists in hotel and restaurant business according to the inductive approach involves the implementation of the following stages: "turn-taking", making up dialogical units, making up microdialogues, making up dialogues of certain functional types.

In our opinion, the interactive methods, the project method, and the case method are the most effective methods of formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering.

Key words: *English competence in dialogue speech, hotels, restaurants and catering,* *exercises, future specialists, communicative situations.*

У статті досліджено особливості формування англомовної компетентності в діалогічному мовленні майбутніх спеціалістів з готельно-ресторанної справи, яка передбачає наявність як професійних знань, так і тих, що охоплюють теоретичні основи діалогічного мовлення; формування належних навичок, необхідних як для слухання, так і для говоріння; вмінь розпочинати діалог, відповідати на репліки співрозмовника, спонукати його до продовження розмови, беручи до уваги його країнознавчі та лінгвокраїнознавчі особливості.

Навчання діалогічного мовлення ґрунтується на двох підходах: індуктивному («знизу вверх») та дедуктивному («зверху вниз»). Ми надали перевагу індуктивному підходу. Він передбачає ознайомлення з окремими репліками та кліше, а також подальше засвоєння загального змісту діалогу на основі запропонованої навчальної комунікативної ситуації, що не виключає елементів дедуктивного підходу, зокрема прослуховування автентичних діалогів-зразків.

Зміст навчання англомовного діалогічного мовлення майбутніх фахівців готельно-ресторанної справи вмотивовано з урахуванням складників змісту навчання іноземної мови: сфери та види спілкування; теми та типові ситуації іншомовного спілкування; мовний і мовленнєвий матеріал, потрібний для здійснення професійного спілкування іноземною мовою; відповідні знання, уміння та навички. Зазначено, що офіційний індивідуальний контакт діалогічної форми превалює серед видів іншомовного спілкування.

Навчання формування англомовної компетентності в діалогічному мовленні майбутніх фахівців з готельно-ресторанної справи згідно з індуктивним підходом має на меті реалізацію таких етапів, як «реплікування», укладання діалогічних єдностей, укладання мінідіалогів, укладання діалогів певних функціональних типів, на кожному з яких використовуються відповідні вправи. На нашу думку, ефективними методами формування англомовної компетентності в діалогічному мовленні є інтерактивні методи, метод проєктів, кейс-метод.

Ключові слова: *англомовна компетентність у діалогічному мовленні, готельно-ресторанна справа, вправи, комунікативні ситуації, майбутні фахівці.*

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Statement of the problem. Nowadays, the need to communicate in a foreign language has grown significantly. Thus, knowledge of a foreign language for professional purposes is the key to exchange of scientific and technical information. Today, English is a means of international communication, modern linguists also nominate it as the language of intercultural communication considering such areas as politics, international relations, computer science, international (global) logistics and commercial activities. The factors mentioned above have caused a significant interest to foreign languages, now it is majority of Ukrainian higher educational establishments. Thus, the problem of improving existing and finding new effective methods of forming English-language competence in dialogic speech is both extremely relevant and scientifically important.

Analysis of recent publications. It should be noted that the question of finding effective approaches and principles of foreign languages teaching has been the research subject of such scientists as N. Bondar, O. Osaulchyk, V. Redko, N. Gavryliuk, L. Dovhan, R. Kravets and others. It should be noted that communicative orientation of foreign language education has got the priority role considering the above-mentioned aspect. Some issues of professional training of future specialists in hotels, restaurants and catering were researched by A. Apukhtin, I. Andrianova, S. Bailyk, A. Bainazarov, A. Bohdanova, M. Vorobiova, P. Gudz, O. Dudina, L. Lukianova, O. Liubitseva, K. Annaraud, D. Baker, A. Freedman, J. Kwon and other scholars.

However, the analysis of psychological and pedagogical literature shows that the peculiarities of the formation of formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering are researched insufficiently by scholars despite the significant research results and numerous scientific investigations.

The purpose of the article. We aim to research the problem of formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering.

The main part of the research. The communicative approach in teaching foreign languages is one of the leading areas of communicative linguistics. D. Phillips notes that this approach is an attempt to avoid formal (or traditional) approaches based on grammar and translation, and move to approaches by which the student will use language as a means of communication [1, p. 154]. It is implemented through a communicative method of teaching foreign languages. Methodists rightly consider it pragmatic, because it partially neglects the fundamentals of knowledge to prepare students in a short time to use a foreign language in everyday life. According to Yashchenko Yu.B., game situations play the main role in communicative learning of a foreign language, they also develop analytical thinking [2].

Modern didactics distinguishes two basic approaches to dialogue speech teaching, i.e. inductive (analytical) and deductive (synthetic). The first approach is often referred to as bottom-up processing [3], it involves reading individual cues for further assimilation and understanding of the content of the dialogue as a whole on the basis of the teacher's proposed communicative situation. This approach is based on the assumption that the gradual acquisition of language units that are part of the structure of dialogue, forms the ability to participate independently in the communication process [4, p. 231].

The deductive approach to dialogue speech teaching is often referred to as the top-down processing, because mastering holistic dialogues of certain functional types (repeated listening, reading,

memorizing sample dialogues, etc.) is the first stage according to this approach; the next stage is the mastery of dialogic units, and the mastery of individual cues is the final one.

According to scholars [3–5], the inductive approach is more effective in the process of formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering because it represents the practical nature of mastering the educational material. Its main advantage is that students develop their skills from simple to complex.

Interactive, case and project methods are the most effective methods of formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering. According to V. Redko, interactive teaching is one of the most effective forms of stimulating speech activity [6, p. 168]. The main component of interactive teaching is interactive methods; they make learning activities as productive as possible by increasing the cognitive activity of students in accordance with learning objectives within conversational topics, communicative situations and with appropriate language and speech material selected considering communicative needs [7, p. 226]. Interactive technology can be represented by discussion, game and training methods, their application optimizes the process of formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering.

Taking into account the significant practical application of project technology, we consider it necessary to note its main features and peculiarities of implementation in the process of a foreign language mastering. Ye. Polat notes that it is a way to achieve the didactic goal through the detailed development of the problem, which should end with a real practical result [8, p. 66]. We consider it appropriate to implement group research projects in order to form English competence in dialogue speech of future specialists in hotels, restaurants and catering. O. Bihych, O. Ivanova, O. Yaroshenko insist on special role of the case method in foreign language teaching, they believe that its effectiveness is realized through problem discussion by students, it contributes both to mastering dialogue speech and the critical thinking formation [9–11]. Of course, the effectiveness of formation of English competence in dialogue speech depends on the correct selection of exercises. First, our tasks have been implemented within the conversational topics of the current program. Developing the exercises, we have taken into account the structural components of this competence. We have given a prominent place to the tasks forming both listening and speaking skills. N. Skliarenko notes that the tasks selection should take into account the exercise purpose realization, i.e. practical goal (to develop certain communicative skills), professional goal (to provide relevant professional knowledge),

and developmental goal (to develop general skills and abilities) [12].

At the first stage it is necessary to form the student's ability to respond to the given remark. It is appropriate here to use pre communicative exercises. Teachers can control student activities fully or partial. Fully controlled communication is an imitation of speech units addressed to the addressee. If communication is partially controlled tasks are performed according to a certain speech pattern, but the student has the opportunity to choose a speech unit according to the communicative situation (multiple choice, filling in gaps, answering questions, correcting mistakes etc.).

The next stage of teaching is the formation of the ability to form dialogical unities, students develop the skills of perception of normal (average) rate of speech with a sufficient number of language clichés. The exercises are characterized by a low level of semantic and linguistic complexity with the application of limited, carefully selected communication material. For example,

Example 1: You and your groupmate are foreign tourists. He wants to stay at the same hotel. Tell him what type of room you have already booked. Make up short exchanges using the following words as in the example: single room, double room, twin room, suite room.

Student 1: I have booked a twin room.

Student 2: I have booked a twin room, too. / I haven't booked a room yet.

Example 2: Solve the following problems as in the example.

– What would happen if you couldn't choose a dessert?

(I / ask / waiter)

1. If I couldn't choose a dessert, I would ask the waiter.

1. What would you do if your business partners couldn't come to the business lunch? (I / postpone the business lunch);

2. What would you do if your salmon was overdone? (I / ask to fix);

3. What would you do if the guests of your hotel had some complaints? (I / apologize and deal with a complaint).

4. What would you do if you break a cup in a cafe? (I / apologize and pay for it).

Example 3: You are employed as a waiter at a local restaurant. The client asks you to recommend him some dishes from the menu. Help him, as in the example.

– Will you recommend me something from the menu?

– Sure. You may order chicken soup, steak and juice.

Training at the next stage involves the formation of skills to conclude micro-dialogues. A significant part of the training materials are authentic audio dialogues. The main features of these exercises are listening and understanding of audio materials for further activities, i.e. making a micro-dialogue in a situation similar to the sample dialogue.

Example 1. Making a reservation.

Student A: You want to book a hotel room. Telephone Student B and make a reservation with the following details

– reserve a room (with bath) for yourself and two children;

– arrival on 13 March and departure on 15 March;

– you need a cod for a baby (age 15 months);

– you would like to know the room rates;

– your credit card number is 9863 2317 4563 9912.

Student B: You work as a receptionist. Answer the phone with the name of the hotel. Take all the necessary details.

Example 2.

a) Read the offered information about Barcelona hotels.

b) Using this information, make up a question-answer dialogue for the situation.

Student A: You want to find out about weekend breaks to Barcelona. Write questions to ask the travel agent. Then phone and ask for details about the holiday.

Student B: You are a travel agent. Answer the client's questions.

Example 3.

Student A: You are a guest at a hotel. Look at the following problems and complain to reception.

– you lose your key and the replacement key is missing;

– the service in the restaurant is very slow and the waiter doesn't speak English well and brought the wrong order;

– there are no instructions on how to operate the TV set and the remote control is not working.

Student B: You are the hotel receptionist. Deal with the guest's complaints.

Conclusions. Dialogue speech teaching is based on two approaches, i.e. inductive (bottom-up processing) and deductive (top-down processing). We have preferred the inductive approach. According to it dialogue speech teaching involves teaching separate expressions of dialogic units and further mastering the content of the dialogue considering the proposed educational communicative situation, it also includes listening to sample dialogues, i.e. elements of deductive approach.

Teaching formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering according to the inductive approach involves the implementation of the following stages: "turn-taking", making up dialogical units, making up microdialogues, making up dialogues of

certain functional types. In our opinion, the interactive methods, the project method, and the case method are the most effective methods of formation of English competence in dialogue speech of future specialists in hotels, restaurants and catering.

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