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COMMUNICATIVE FOREIGN LANGUAGE TEACHING OF THE PROSPECTIVE SPECIALISTS OF HOSPITALITY INDUSTRY

Yurchuk L.V., Senior lecturer
Boiko H.A., Associate professor, PhD
*National University of Food Technologies
(NUFT), Kyiv*

Economic reforms, close and productive cooperation between Ukraine and other states, and Ukraine's integration into the world educational space, which in turn, requires training of highly-qualified specialists with the knowledge of communicative foreign languages. In the context of Bologna process requirements, the practical application of a foreign language has become particularly relevant, as well as, a high level of intercultural communication development, which is determined primarily by the degree of a foreign language communicative competence of a specialist operating in a multicultural environment, in particular, industry of hospitality. Over the last years, communicative language teaching has become common around the world at all levels of abilities and with students of all ages. While dynamic changes and scientific synthesis take place, a new educational paradigm is being gradually developed. Foreign language teaching is a field of education, where cluster of changes have been suggested. It challenges reconsideration of approaches to teaching foreign languages as well. Communicative language teaching has been regarded as a harbinger of new era in foreign language teaching.

A communicative approach integrates materials and activities which provide language guidance, but simultaneously create a setting in which applicants can talk to each other, can develop fluency, and can experiment with and practice language in use without the restraint imposed by fear of being wrong or by being constantly corrected by the teacher.

These aims are best satisfied in a situation where the teacher acts as a catalyst and informer, directing proceedings without heavily controlling or dominating them. Applicants are highly active. But it is not meant that they simply repeat or answer questions, but that a fair proportion of available time is given over to activities which take place in groups or pairs. Each applicant is responsible for contributing to a greater or lesser degree to the activity, in order to complete the interactional task set. There are communicative activities which can be adapted to all the levels of learning from elementary to advanced. A number of features are characteristic of them all.

1. They are student-centered: the teacher directs, but is not the focal point.
2. Language is presented and practiced in a context as possible.
3. Applicants may be given a framework for language production, but are not told exactly what to say.
4. The applicant chooses his own language according to his individual responses to, or interpretation of the situation.

5. Since applicants are free to choose what to say, there is always an element of unpredictability. The direction may be given to determine which structures, functions, are likely to be produced, but the applicant is not told exactly what to say.

6. Choice of language means that there is room for applicant error.

7. Emphasis is on fluency.

8. It is hoped that successful completion of the talk will build up the applicant's confidence. If the teacher stops the applicant every time he speaks, confidence will be ruined and fluency inhibited.

9. Group interaction provides the communicative element in the language exercise.

10. The activities draw on applicant personality as an authentic language use. Communicative language teaching activities can be divided into a number of categories, all of which widen teaching methods and the applicants' experience of language as means of expressing wants, needs, ideas, moods, feelings, information etc.

The above activities are most applicable to the practice and further practice stages of a class. A communicative approach means that techniques for presenting new language items focus on meaning, on creating a total situation.

Conclusion. Communicative foreign language teaching promote the increasing of motivation, individualization and effectiveness of a learning process, the formation of a foreign language communicative competence with the prospective specialists of industry of hospitality.

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