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Formation of the professional French competence of the future tourism specialists in the non-linguistic university by the project method

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Abstract. This article considers the benefits of the project method usage (in particular media project) in teaching of professional foreign language (French) to the future tourism specialists in the non-linguistic high school. Such educational method is efficient in the formation of professional communicative and media competence of the highly-qualified specialist. There were proposed typical structure and sequence of performance of the media project. There were included such components as multimedia presentation, critical essay, video reportage and others. In the result of the media projects students improve significantly their practical oral and written command of the professional foreign language, especially for tour management.

Keywords: *media project, professional foreign language (French), media educational approach, media competence.*

With development of international connections of Ukraine there is growth of its tourist attractiveness in the world, in particular for European countries. New foreign tours are also created to satisfy the demand of the Ukrainian consumer. As the sphere of tourism becomes more and more prestigious and well-paid (for highly qualified specialists), it is getting considerable popularity among contemporary entrants to the

university. However there is a necessary requirement to receive this quality education – an excellent command of international foreign languages like French. This international language is the main means of cultural polylogue, that actively takes place in the sphere of professional tourism. And that is why practical classes of a second foreign language for students of the first year of study in "Tourism" (6.14.0103) is the integral part of the non-linguistic university (NU) teaching program. However not always students have sufficient motivation to the diligent study of this important subject, especially comparing to other profile subjects. Therefore there is a need to introduce the innovative approaches to the teaching of foreign language, namely media educational technologies. Their application gives an opportunity to the students to promote the level of command of the professional foreign language (PFL) and professional media literacy during performance of educational media projects.

It is considered that first a term "media education" was used in 1973 at the common meeting of the International Council for Film, Television and Audiovisual Communication (IFTC). In the documents of UNESCO media education:

“- deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;

- enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills using these media to communicate with others;

- ensures that people learn how to analyse, critically reflect upon and create media texts; identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts; interpret the messages and values offered by the media; select appropriate media for communicating their own messages or stories and for reaching their intended audience; gain or demand access to media for both reception and production.” [10].

Such education extends opportunities of access to the informative sources with economic, political, social and cultural content. [4] There is the continuous experience of active application of media education in the teaching process in Great Britain, Canada, Germany, USA, France since 60-s of XXth century.

Numerous works of many home and foreign pedagogues proved the considerable interest in media education: I. Bekh, I. Ziaziun, V. Kremen, G. Onkovych, V. Madzigon, L. Masol, V. Miroshnichenko, D. Popova, A. Dzurynskiy, G. Melnyk, A. Sharikov, O. Diakonova, A. Soboleva, O. Fedorov, I. Zhylavska, L. Ivanov, N. Kirillova, I. Fateyeva, I. Hyzhniak, I. Chelysheva, S. Shumayeva, N. Dukhanina, L. Sazanovych et al.

In particular O. Yanyshyn considers media education as branch of pedagogic that embraces the studies of particularities in mass communication and introduces them to the teaching process, helps an individual to perceive a new information, forms the communicative abilities that will provide adequacy of the process of transmission and receipt of information, selection of relevant of communication means and will assist in a natural transition from formal studies to the lifelong education.

The consequence of media education is media literacy, i. e. ability to choose, perceive and interpret information independently and adequately from mass media, and also to master the communication methods by means of mass-media. [8]

Leading media pedagogue O. Fedorov refers to the key concepts of media education such notions as perception, interpretation, analysis, category of media text, language of media text, technologies of media. Main content of media education is presented by codes and grammar of media text, i. e. language of medias, and corresponding pedagogical strategy - studies of the correct decoding of media text, reproduction of its content, associations, language particularities, denotations and connotations. [5]

After researcher Kateryna Nagorna we consider a "media product" - as a result of educational or practical media activity of person, that carries certain information to the target audience and has such obligatory parts as the idea, unity of form and content, integrity, completeness, has the bright emotional origin. It is a product of

practical activity (experience and observations) with the use of media, clear for the further use, unique for reference to it. Today a digital format assumes a presence in the media product of additional description - multimedia and interactivity. [3]

To our opinion a concept “media project” is wider by the volume, in fact it includes both the process of creation of media products and its ready result. In our work we examine it also as media educational technology that applies to the educational process in HEI the means of media projects prepared in French (video reportages, interviews, critical essays, presentations, interactive excursions and other). Also to it can include the creation of web-sites, blogs, podcasting, electronic and printed magazines, radio records, films, photos and videos of different genres etc. Participating in similar projects contributes to the expansion of world outlook, forming of communicative competence, media and informative culture. [2]

The aim of our article is to argue for the theoretical and practical efficiency of the use of media projects at teaching of professional foreign language to the students of “Tourism” straight in non-linguistic institution of higher education. Nowadays this question is not investigated enough. All above-mentioned proves actuality of research of the implementation of media education in the process of professional preparation of future specialists in the field of tourism. We examined as the **subject** an educational media project, that contains in particular video reporting, critical essay, multimedia presentation, realization of the real and virtual excursions (all prepared in French). There were defined the following **tasks**:

- to define rationality of implementation of educational technology of media project for development of media competence and improvement of professional foreign language command by the students in the speciality "Tourism";
- to find out the varieties of useful educational medias of projects and their structure;
- to present the typical structure of the media project and its example.

Materials and methods. The review of home and foreign literature was made on the topic. There were used empiric, hypothetical, comparative, analytical, synthetic and design methods of research.

Results and its discussion

So, N. Dukhanina examines media educational approach as difficult system of processes of receipt, mastering, interpretation, creation of media products with help and on material of means of mass communication. In the forming of media competence it is very important to develop secondary language personality that represents integrative, strategic characteristic of the personality, that consists of totality of special skills and capabilities, that allow personalities to interact in the common world informative space, carry out interlingual and cross-cultural communication on mediatized level. [2, 6]

Researcher T. Yemelianova proposes the following kinds of projects (possible media projects are presented in examples): 1) Construction and Practical Projects (excursions, interviews, reportages etc.); 2) Role and Games Projects (professional role play in the classroom and outdoors); 3) Information and Research Projects (“Variety of different types of hotels in Ukraine”); 4) Survey Projects (live questioning about trip preferences); 5) Production Projects (scientific works in the speciality “Tourism”); 6) Performance and organizational Projects; 7) Creative works, that includes the composition of media products: public speech, business correspondence, argumentative composition, etc. [1]

Before application of the media projects in teaching of professional foreign language to the students in "Tourism" there must be explained at the beginning the plan of project realization and its duration. For example, the theme of project can be the "Best hotels of the centre of Kyiv". There can be such stages for its performance:

1. Acquiring the basic pre-intermediate level of oral and written command of the professional foreign language by the group of students who will take part in the project (up to 2 months).

2. Giving to the participants of the project necessary vocabulary and materials from history and modern state of hotel business at the capital, country-specific studies, decor and architecture of Kyiv hotels. It is desirable to work out collectively a text of general content on this theme.

3. The teacher with his group must visit not less than two hotels, make a short video reportage about them (on a camera or mobile telephone) and assign to each of participants to write a critical essay about them. He must necessarily explain this writing task and give the standard example of essay for the proposed topic.

4. Each of participants (it is possible also in pairs) must take the certain aspect of the marked theme for research, for example "Hotels with the best landscape" or "Newest hotels of Kyiv" and to prepare a lecture or multimedia presentation (with a photo and music) and present it for the other members of this group and for other groups on their course (if possible).

5. In the end all group prepares and conducts an excursion on a general topic the "Best hotels of centre of Kyiv" and for a parallel group on a course.

It is also possible to create media project on the theme the "Virtual excursion by the best hotels of Paris" as a photo collage, short videos and multimedia presentations. There must be represented civilizational features at the French hotels, in particular standard structure of hotels, function of personnel and features of the French kitchen [8, 9]. In further it is possible regularly to conduct similar projects within the framework of faculty competition for students in the speciality "Tourism". In the end of the year of study it is also possible to hold final student scientific conference with presentation of student works, performed within the limits of general media project "Hotel business in Ukraine and France" on the basis of media products

of different student groups in the speciality “Tourism”. The conference may include special awards for “The best advertisement project”, “The most extraordinary project”, “The best group project”, “The best individual project” etc.

Conclusions

The basis of media educational approach is the fixed media activity that assists in the preparation of personality to the life in the informed space. It gives to every student the possibility of his own realization in educational and professional activity, taking into account his aptitudes, talents, interests, values and experience. And also it develops skills and ability to study independently with help and on the material of media, to activate gained knowledge in necessary moment, forms individual style of media activity of students. It was established that media educational technologies are important constituent of educational process of students that study in the speciality “Tourism”. The high level of formation of future specialist in the field of tourism is possible on condition of using media projects and media educational materials to form the professionally oriented French language competence of students. The use of media educational technologies promotes their motivation to the studies, stimulates their cognitive activity, individualization and differentiation are provided during their mastering of foreign languages. The methodology of media educational technologies usage needs further studies and may become the subject of our next scientific researches.

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Стрижньова М. Ю. Формування професійно орієнтованої франкомовної компетентності у майбутніх працівників туристичної сфери у нелінгвістичному ВНЗ шляхом методу проєктів

Анотація. Ця стаття розглядає переваги використання методу проєктів (зокрема медіа проєкту) у навчанні майбутніх фахівців туристичної сфери іноземній мові професійного спрямування (французької) у нелінгвістичному ВНЗ. Такий освітній метод є ефективним при формуванні професійної комунікативної та медіа компетенції висококваліфікованого фахівця. Було запропоновано типову структуру та послідовність виконання медіапроєкту. До

його компонентів було включено мультимедіа презентації, критичне есе, відео репортаж та інші. В результаті медіа проекту студенти значно покращують свої практичне усне та письмове володіння іноземною мовою професійного спрямування, зокрема для організації турів.

Ключові слова: медіа проект, іноземна мова професійного спрямування (французька), медіа освітній підхід, медіа компетенція.