

ПЕДАГОГІЧНА ТЕОРІЯ І ПРАКТИКА: СВІТОВИЙ КОНТЕКСТ

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FOREIGN PHILOLOGY IN TOURISM AND ENVIRONMENT EDUCATION

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Стаття присвячена проблемам навчання іноземних мов фахівців на сучасному етапі в нетрадиційних сферах: туризм і охорона і захист навколишнього середовища. У статті розглядаються найвідоміші вузи світу, що готують фахівців даного профілю. Наводяться дані про спеціалізації, факультети і мовні школи. У статті показані сучасні тенденції в європейській освіті в сфері іноземних мов.

Ключові слова: туризм, людська діяльність, ринок праці, іноземні мови, фахівець, професіонал, науковий, складна проблема, глобальні наслідки, навколишнє середовище.

XXI century has brought the complex of complicated problems linked with disorganized scientific and technical human activity and its global consequences. «The first global revolution» – it was the name of the Rome club report publication in 1991. It is told that the mankind destroys the Earth and prepares the destruction of theirs while obtaining material benefit to exploit nature more and more.

The same anxiety runs through the «Warnings to Humanity» appeal to be signed in November 18, 1992 by 1500 scientists from 68 countries and directed to the heads of all world states.

XX century has handed down a specific heritage to XXI century: conflicting and knotty problems, which decision needs new approaches, solving of conceptual ideas in various spheres of vital activity.

The key idea among them is the professional schooling of the youth to work in the information society where the thorough changes of the vocational and qualification structure of the population take place.

One of the features of a new approach is strengthening of the tendency to closing in work of considerable number of workers and technical engineering personnel especially in up-to-date sectors of production. The specific gravity of highly skilled workers has been growing.

Visible changes also happen into this idea's content. At the modern equipped enterprises high qualification means mastering substantial range of cultural knowledge and vocational competence, clear lines between manual and mental work are washed out. Western European modern enterprises began refusing from the industrial and office worker terms using a new one: technologically competent worker, American sociologists

name such highly qualified workers as «*golden collars*».

Hence the production modernization, up-to-date technologies forming and implementation in its different spheres objectively stipulate the necessity of search of new models and technologies for vocational training. It is impossible to fulfill this without successive experiment.

Pedagogical experiment is scientific made experience in teaching and educational process. Investigated pedagogical phenomenon is under observation in special created and controlled by researcher conditions.

In spite of this dependence between this or that influence of condition of training and education and its results has been formed.

Exact and reliable results of experiment mainly depend on researcher's theoretical position being expressed in the working hypothesis, and the methods of investigation.

Since the time of adopting the new National Programme «*Education. Ukraine of the 21st century*» over 10 years have already passed. It has played an important role in building up the national education in Ukraine.

The Laws «*On Education*», «*On Vocational Education and Training*», «*On Beyond-school Education*», «*On General Secondary Education*», «*On Pre-school education*», «*On Higher Education*» have been adopted by *Verhovna Rada*.

Among the countries former republics of the Soviet Union Ukraine is the only one to have the direct laws on education. This is, among other things, constitutes the main essence of the National Programme «*Education. Ukraine the XXI century*» implementation. It is this particular document that perceived the idea of national upbringing, level education, implementation of which into practice is coming to an end.

The Ministry of Education and Science has to ensure the continuous character between the National Programme «*Education. Ukraine the XXI century*» and the *National Doctrine of Education Development of Ukraine*.

We are to realize that the two processes are taking place simultaneously: the establishment of the National Ukrainian State proper, Ukrainian statehood and our self-realization as the citizens of this state, and the process of Ukraine's integration into European and world environment and its educational sphere. They may seem to a certain respect directed differently. As we, on one hand, regard the role of education in public self-consciousness, and, on the other – we speak about our European identification.

The realization of the fact the state's ability to support and upgrade the qualification of the labour force is among the most important strategic tasks of not only effective production but also in ensuring national security tasks as a whole.

All this stipulated the President's and the Government's actions for reforming the system of vocational training of population and prompted to take up urgent measures for retraining active workers, the unemployed and introduction of up-to-date technology of vocational training of the young.

The implementation of the regulations adopted by the Cabinet of Ministers offered an opportunity to consolidate vocational and qualification structure of the personnel, to increase the number of workers in services sector, construction, transport, agricultural complex, small and medium size business, home craft and trades and tourism, to

increase vocational mobility of vocational institutions graduates, to deepen the integration of the system with production and the co-ordination of the efforts in training personnel at the intersectoral level.

The *Ministry of Education and Science* in co-operation with *The International Renaissance Foundation* (Kyiv), *The World Bank*, *The Programme of Development UN* (Kyiv), *The Institute of Education Policy* (Budapest) within the framework of the project «*The Programme of support in elaborating the strategy of education policy reforms*» are carrying out the study of the following problems:

- equal access to quality education;
- education administration;
- monitoring system of education system and pedagogic innovations;
- general overview of higher education.

We shall review two branches of training professionals: tourism and environment. There can be no denying the success of the tourism industry in the last three decades. This success bears a large part of the responsibility for the widespread practice of simply extrapolating figures to show that demand will continue to rise in the future. The same reasoning would have it that tourism input is a linear function, and that the curves depicting its progress will raise steadily and evenly over the next few years.

Tourism businesses, resorts and regions, and the public authorities in Ukraine responsible for the sector can all therefore look tomorrow straight in the eye, switch on the automatic cruise control and sit back, leaving events to run their calculated course. Education and the training of human resources for the tourism industry in our country will occupy their usual place in this orderly system and teaching establishments need do no more than seek out sufficient funding to accomplish their task in the light of the growing demand for employment.

Nothing could be further from the truth. Never, since the age of mass tourism began, shortly after the Second World War, has the tourism industry been subject to such far-reaching and rapid changes.

In this context, we cannot help but notice the extent to which tourism training fails to match up the needs of the sector. Whilst it is true that certain companies and authorities have embarked on strategies designed to achieve a new kind of competitiveness, this is extremely rare in the case of the training of human resources for tourism in Ukraine. Tourism education is the final frontier.

It is the final frontier in the sense that educational establishments and the training initiatives taken by businesses and public authorities in Ukraine are still guided more by intuition and inertia than by the pressure of circumstances and the needs of the sector, both real and predictable. The great challenge for tourism education and training therefore lies in constructing an educational system in Ukraine, which avoids falling into the trap of tackling issues in an isolated, fragmentary way, dependent on the academic origin of the researcher / educator, and which, instead, creates a corpus of plural, interdisciplinary knowledge, combined to form a united perspective.

The special place of professional training in sphere of tourism is a new direction «*Foreign philology in tourist activity*».

Practically in all these educational institutions of a tourist structure the most steadfast attention has been given to studying of foreign languages.

In The International Institute of Management in Essex (Great Britain) on specialization «*Management of hotel branch*» foreign languages (English, German, Spanish) are included into a number of obligatory subjects.

In *The Institute of Hospitality and Tourism Le Monde* in Athens (Greece) on specialization «*Hotel management*», «*Tourist management*», «*Entertainments in hotels*» English language is obligatory studied. At *the University Bogazichi* in Turkey on specialization «*Tourist management*» the list of obligatory subjects includes four foreign languages: English, German, French and Spanish [1].

Lincoln University in New Zealand gives a lot of attention to the international contacts with the European countries: France, Spain and Germany. In this connection students at this university have an opportunity to pass internship in these countries, and for this purpose the knowledge of foreign languages is necessary.

Therefore during studying training courses on specialization «*Tourist management*», «*Tourist services*» and «*Tourist environment*» as a master's course the studying of French, Spanish and German languages is necessary.

At *School of Hotel and Tourist Management* in Hong Kong and at *School of Vocational Training and Increase of Qualifications in Sphere of Tourism* in Macao (China) all lectures are read in English. Obligatory elements of studying are Japanese and Mandarin.

Combination of foreign languages and tourism at *the Spanish University* on specialization «*The English philology and tourism*» comprises that new, that *the Spanish University* can offer [4, 41].

Thereof there was a necessity of creation of faculty, which includes both tourism and foreign languages and which in a modern society has very big value as its experts are claimed on a modern labour market.

The question is two names, which supplement each other both in the value and contents, and in the subsequent offer to increase the qualification for the further development of the professional work.

On one hand, there is studying Anglo-Saxon philology (foreign languages) and cultures, which knowledge is widely applied in the field of tourism.

On the other hand, now tourist activity supports wide international relations that demand profound knowledge of other languages and cultures from the future professionals.

The future graduates of faculty of foreign languages and tourist activity (philology and tourism) receive necessary education, which promotes development of their professional further activity. They also receive knowledge, skills as responsible experts for communication and public relations in a network of hotel facilities and airlines, to make active tourist activity in the public and state organizations.

To the common subjects investigated at faculty of philology at this university, subjects from area of tourism are offered to add their education, namely:

- to train professionals with excellent skills of English language and knowledge of Anglo-Saxon culture. Students attend the English language classes from the first rate to guarantee the ability of work with this language;
- to give students strong knowledge of the second foreign language: (French or German);
- to give students an opportunity of the insurance abroad. For this purpose students pass the third curriculum at the English or American universities;
- to train the professionals, capable to execute the professional duties in any

sphere of tourism, and also capable to operate such process as commerce, it is especial in the international value;

- to combine studying foreign philology and tourism to form strong knowledge in humanitarian area and in sphere of operation of business;
- to improve knowledge training on manufacture and to form the extremely necessary skills and abilities for development of labour activity: information and technical-communicative [2, 152].

Such specialization is while some exception though finds the supporters in many countries and in some higher educational institutions specializing on training of experts in the sphere of tourism.

However, experience of *the Spanish University* shows, that there are the big prospects at the given specialization. Therefore we can take the liberty of saying that all development of the given at this university we can introduce in the best high schools of Ukraine which traditionally have done a lot in the field of vocational training experts in foreign languages.

Training on foreign languages in *Institute of Tourist Management of the world tourist organization* includes studying foreign languages, which takes the second place after studying subjects on management. In this institute English, French, German and Spanish languages are studied [3, 56].

English language: the purposes of training.

As all lectures are read in English; excellent skills at this language are provided. Importance of the correct and logic argument, clearness and accuracy of the statement of ideas, methods of the statement of instructions and reports are especially emphasized.

French, German, Spanish: the purposes of training.

Understanding of the way of thinking and achievement of ability of residing in French-speaking (German-and Spain-speaking) environment. Constant training of skills at reading and understanding French (German, Spanish) literatures in the context of modern life and sphere of tourism and text translation from French (German, Spanish) into English language.

Training French (German, Spanish) skills in the big volume of a lexical material for communicative dialogues in everyday life are necessary in service relations, and also it is necessary to accumulate a passive lexical stock for understanding of texts of common and professionally directed contents.

At studying French (German, Spanish) language special attention also should be paid to studying its structure and its correct use, as well skills to use the correspondence in French (German, Spanish) language are necessary.

Taking into account that fact, that the world tourist organization attaches special value and pays the most steadfast attention to studying English language, it is necessary to note the basic features of linguistic education in the majority of the countries focused on Great Britain.

The policy of the government is stated in the document on educational reform of 1988 where it is spoken, that the subject «Modern foreign languages» in the National Program should support a variety of knowledge of foreign languages, offering wider choice of studying the first foreign language [3, 60].

The sphere of tourism is closely connected with the sphere of environment where language acquisition is very important. At many universities of Great Britain, which train experts in environment and tourism there are whole language schools.

At School of the modern languages at *University of Nottingham* departments of French and German languages, the centres of Slavic and Latin American languages are located. The school of the English language at Royal University of Belfast is a very popular educational centre on training in English language for the scientific purposes. At School of foreign languages, literatures and arts at University of Brighton students study French, German, Italian, Spanish, Portuguese, Irish and Celtic languages. Many students choose this or that foreign European language for studying in the department of language alternatives in Greenwich University [4, 36].

All European languages also are submitted in Business school Coventry, and at University de Montfort is studied such discipline, as «Business foreign language».

In Durham University on specialization «*Geography and management of an environment*», «*Management and an environment*», «*Environment and development*», «*Environment and management*», «*Geography, an environment and development*»; in Stockton University on specialization «*Geography and management of an environment*», at the second and third levels, in Dandy University on specialization «*Designing of an interior and nature protection designing*» some foreign languages are studied: French, German and Spanish. In Glamorgan University (Wales) English language is necessarily studied. In Newcastle University there is the Linguistic Center where there are departments of East-Asian languages, Modern European languages (German, French, Portuguese, Spanish), the centre of linguistics and Modern English language [4, 45].

It is impossible to deny that fact, that additional qualification on foreign languages, certainly, increases chances on labour market at the rate of the appropriate professional work. The big firms search for well-educated professionals who have experience of training abroad, who own strong knowledge of foreign languages, who familiar with specific features of other countries.

There is also an absolute must of European standards and methods. Growing internationalization of economy, engineering, science and society demand more and more professionals who can get professional knowledge abroad, that, in turn, it is impossible without knowledge of foreign languages.

The analysis of the contents in higher schools, which train experts in the given sphere in Great Britain shows, that many higher schools organize industrial and educational practice in many European countries, which it is absolutely impossible without knowledge of foreign languages in full: in communicative, scientific and professional aspects.

Thus, with confidence it is possible to tell, that possession of foreign languages is one of the main elements of professional competence of specialists in the sphere of environment and tourism.

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