

Обучение будущих менеджеров туризма профессионально ориентированному письму в колледжах

О.Ю. Гальченко

Запорожский национальный университет (Украина)

Статья посвящена проблемам обучения студентов колледжей англоязычному профессионально ориентированному письму. В ней рассмотрены возрастные особенности студентов колледжей.

Цель – определение психолого-возрастных особенностей студентов колледжей и описание модели обучения профессионально ориентированному англоязычному письму будущих менеджеров туризма в колледжах.

Материал и методы. *Материалом исследования являются психологические особенности студентов колледжей и модель обучения профессионально ориентированному англоязычному письму будущих менеджеров туризма. Были использованы исторические, педагогические и общенаучные методы исследования.*

Результаты и их обсуждение. *Определены психологические условия формирования англоязычной компетентности в письме в период «ранней юности». Раскрыты условия эффективного обучения англоязычному профессионально ориентированному письму с учетом возрастных особенностей юношей и девушек. Описаны модель обучения студентов специальности «Туристическое обслуживание» профессионально ориентированному англоязычному письму и пути ее реализации на занятиях по дисциплине «Иностранный язык для профессиональных целей» по таким параметрам: учебные модули, этапы обучения, количество часов, методы и приемы, упражнения. Предлагается поэтапная реализация модели учебного процесса в условиях кредитно-модульной системы обучения.*

Заключение. *Основой обучения студентов колледжей англоязычному профессионально ориентированному письму являются когнитивные процессы: мышление, внимание, воображение, память. Специализация памяти в возрасте ранней юности связана с ведущими интересами и намерениями относительно профессионального самоопределения. Модель обучения студентов колледжей англоязычному профессионально ориентированному письму включает 2 учебных модуля и 10 содержательных. Работа организована в три этапа: 1 – рецептивный («Pre-Writing»); 2 – рецептивно-репродуктивный («Writing»); 3 – продуктивный («Post-Writing»).*

Ключевые слова: *англоязычное профессионально ориентированное письмо, колледж, возрастные особенности, память, внимание, мышление, модель обучения.*

Teaching ESP Writing to College Students of Tour Management

O.Yu. Galchenko

Zaporizhzhia National University (Ukraine)

The paper discusses teaching ESP writing to college students of tour management. The article deals with age peculiarities of college students.

The aims of the article are the definition of psychological and age peculiarities of college students and the development of an effective model of teaching ESP writing to college students of tour management.

Material and methods. *The material of the study is the psychological characteristics of college students and the model of teaching ESP writing to the students of tour management. Historical, pedagogical and general research methods were applied.*

Findings and their discussion. *The psychological basics of English language proficiency formation in writing at the early, youth age are defined. The conditions of successful teaching professionally oriented English writing with considering of mid-teens' age peculiarities are lightened. The article describes a model of teaching students of «Tour Service» professionally oriented English-language writing and ways to implement the model in the teaching process of colleges according to parameters: training modules, stages of training, number of hours, methods and techniques, exercises. The gradual implementation of the model of the educational process in the terms of credit-modular system of training is described.*

Conclusion. *The basis of teaching college students English writing are cognitive processes such as thinking, attention, imagination, memory. The specialization of memory at the early youth age is associated with the leading interests and intentions regarding the choice of future profession. The model of teaching ESP writing includes 2 training modules and 10 content modules. The work is organized according to three stages: 1 – receptive («Pre-Writing»); 2 – receptive, reproductive («Writing»); 3 – productive («Post-Writing»).*

Key words: *professionally oriented English language writing, college, age peculiarities, memory, attention, thinking, educational model.*

Modern demands of the world labor market put in front of Ukrainian higher education system an important task – to promote professional development of specialists in different fields. This means that the requirements for the level of foreign language skills are higher. Modern experts should be able to correspond with foreign partners, fill in forms, create accounting documents, and work with others sources of information as well. Under these circumstances the problem-based learning of professional English writing should be treated with consideration.

Organizational and methodological principles of the educational process in the colleges have begun to develop in 1989, with the emergence of college education in Ukraine. At that time there had been the contradictions between the existing demands of society to a specialist, which has practical skills in using foreign language in their professional capacity and current theory and practice of foreign language teaching in universities and colleges. The reason for the described status quo is the lack of researches in the field of foreign language teaching in colleges. This caused a real need to focus on issues such as the formation of foreign language competence of college graduates.

One of the factors that influence the effectiveness of learning is the age of students. First of all we define the age characteristics of a college student. In the studies of foreign psychologists no single term for the aforementioned age period exists. German psychologist H. Remschmidt operates a broad concept of «age of growing up», referring to the period from 12–14 to 25 years. The researcher notes that in Germany this age stage, some authors call «youth» or «young generation», corresponding German term «Heranwachsend» literally means «teenager», «the one that grows» [1].

In the studies of other psychologists this age is called «teenager's age». According to the periodization of G. Lewis, age of college student falls under the stage of «middle teenager» (14–17 years) and «late teenager» (17–19 years) [2]. American psychoanalyst Erik Erikson has a different periodization, giving the period from 13 to 19 years the term «adolescence» («youth») [3]. Thus, the term is also used by his colleagues L. Steinberg, A. Levine [4], implying even wider range – from 10 to 20 years. However, the closest to the old Ukrainian student college is called period «mid-teen», which, according to A. Rae Simpson [5] includes age limits of 15 to 18 years.

Psychological and pedagogical survey of college age give the results allowing to state that the process of learning a foreign language is influenced by the following psychological characteristics of students:

- level of mental processes or mental functions of students: thinking, memory, emotional and volitional spheres;

- age characteristics of students (H. Remschmidt [1], E. Erikson [3], L. Steinberg, A. Levine [4], A. Rae Simpson [5]);

- students' experience (knowledge and skills), both training experience and expertise in the study of foreign languages, taking into account the interests of readiness for professional mastering a foreign language;

- individual properties of the individual student, that is proven by R.B. Cattell [6], are closely related to communication skills.

In psychological studies the particular importance is given to the fact that the neglectance of age peculiarities often leads to negativism, bravado, disobedience, incontinence, unmotivated actions. Age of college student is even more problematic, as is the transition phase from teen age to adolescence, that is why it is the factor which should be taken into consideration when developing the model of teaching foreign languages to college students.

The article aims at the definition of psychological and age peculiarities of college students and at the development of an effective model of teaching ESP writing to college students of tour management.

Material and methods. The material of the study is the psychological characteristics of college students and the model of teaching professionally oriented English language writing to the students of tour management. The study was conducted with the application of historical and pedagogical methods as well as general research methods.

Findings and their discussion

1. Psychological peculiarities of college students. Applicants to college can be divided into two categories, applicants with basic secondary education (after 9th grade, 15 years) and arriving after complete secondary education (after 11th grade, 17 years). We shall focus on the first category in the study of psychological and age-will characteristics, since it is an absolute majority. Since the term of college studying usually lasts 3 years, the average age of a college student is about 15 to 18 years. We know that the basis of teaching college students English writing are cognitive processes such as thinking, attention, imagination, memory. According to I. Zimnjaja [7], memory is the only general functional mechanism of all intellectual activity.

The development of memory, like perception, in adolescence occurs in close relationship with the development of speech and thinking. Leading to current processes of memorizing and reproduction, it becomes a mental activity carried out by means

of language, its' role is manifested in the development of conscious commitment memorization, productivity growth in relation to information expressed in verbal form. The ability to remember verbal material better than audial increases. Based on the priority of the memory of the student to verbal language tools in the learning process of writing consider it appropriate to use verbal support (examples of texts of any genre).

The memory of college students is characterized by a certain contradiction. On the one hand, students consciously use techniques of memorization. On the other hand, they slow down the formation of new connections. In addition, the newly formed connections are less stable than those previously elaborated and therefore disappear faster. Ability to memorize and reproduce material is reduced, students fail to remember new information – they need to learn it consciously.

However, college students are very prone to repeat a readable text that they had learned, they use a technique of splitting the text into the content groups to memorize it. Students prefer frequent repetition of the text rather than its' semantic analysis. Automatic learning causes rapid forgetting of information. This creates the problem for the teacher – to organize writing in a way to prevent forgetting and for the students to logically and consciously remember it.

Characteristically, the logical memorization is successfully formed in writing under the following circumstances: explanation of the sample material (separation of the main and essential); clearing the goal of remembering, that is what should be its' result; disclosure of logical sense and the value of the material; a critical approach to the content you want to remember; division of the content of the material and searching for each of these key provisions (content strongholds); organizing of the information as certain points (semantic clustering).

This makes it possible to use tasks of making a plan for better perception and understanding of the text in teaching professionally oriented English writing.

Creating a plan for understanding of the text, students single out larger generalized semantic units that represent its logical structure, and give more generalized name of these units, they do not just point to their content, but try to recapture the basic, essential points. The challenge is to remember the material they single out. Pieces of material are easier to be memorized.

Noticeably, the role of the semantic relations in learning the material is very important. Pure memorization is undergoing some changes that are

found in particular in choosing meaningful thing to remember. Boys and girls are using memorizing techniques wider than teens – they are drawing up plans and schemes of text, making lecture notes, highlighting and underlining the main ideas, comparing the new material to the already known one.

At the same time boys and girls sometimes disparagingly refer to semantic learning techniques, which, in their opinion, alternate with the reproduction of text fragments.

Boys and girls appreciate most the kind of learning, which turns out to be understanding the original interpretation or formulation contained in the textbook, they like the independence in the arguments, opinions, etc. They skillfully diversify repetition of the material; differentiate common tasks on memorizing isolated partial tasks, comparing them with the general purpose memory. Mastering the written material that simultaneously includes the installation of its' awareness plays an important role in the processes of memorizing.

Educational achievements of students also depend on the type of the nervous system. According to I. Zimnjaja [7], students with inertial nervous system under the conditions of the overload objectives are learning worse than the owners of a mobile type of nervous system.

Psychologists believe that introverts are less capable students in learning foreign languages than extroverts. However, it should be noted that people of the first type to compensate for this lack of quick reactions by more careful planning and self-control of their activities. This not only improves their immediate results in the mastery of writing, but also has a beneficial effect on mental abilities and personality traits.

Three factors are essential for the development of memory of college students:

- 1) education of positive learning motivation, interest in the knowledge of the future labor activity and other responsibilities, perseverance and thoroughness of their performance;

- 2) developing abilities to memorize and reproduce. It is important to teach students methods of memorization logical, bring them a habit to use these techniques;

- 3) students should be taught to properly apply the techniques of understanding and memorizing the material. This should be accustomed to some of the work on learning both orally and in writing.

The main trend in the development of memory during an early adolescence is characterized by further growth. Partial memorization in this period is much more effective than spontaneous. There have

been significant changes in the current process of logical memory. As a result, often the basis of memorizing the specific material serve its' logical connections. The specialization of memory is associated with the leading interests of boys and girls and their intentions regarding the choice of future profession. Thus, it is necessary to improve methods of learning by means of memorizing techniques and to avoid a purely mechanical way of memorization the material.

Noticeably increases the role of the semantic relations in learning the material. Mechanical memorization is undergoing some changes that are found in particular in choosing meaningful thing to remember. Boys and girls wider than teens use memorizing techniques – draw up plans and schemes of text, lecture notes, highlight and underline the main ideas, compare the ratio of the already known.

At the same boys and girls sometimes disdainfully refer to semantic learning techniques, which, in their opinion, are used by kids, such as repetition with the reproduction of fragments of educational text. Important preconditions for the formation of the English language competence in writing are volitional qualities such as patience, autonomy in the choice of a particular activity, self-mastery and control over one' s own actions, the ability to overcome difficulties and to achieve goals.

2. Modeling of educational process in teaching students of tour management ESP writing in colleges. Boys and girls at this period are interested in the future career, which motivates them in the process of foreign language competence, acquirement concerning various kinds of speech activity, including professionally-oriented English writing.

One of the conditions for effective mastery of professionally oriented English-language writing by future tour managers is to create a clear model of the educational process that has to become an individual interpretation method to meet specific goals and conditions. Under the notion of model after N.P. Volkova and O.B. Tarnopol's'kij we understand «schematic representation of all educational measures to ensure the efficiency and effectiveness of the process» [8, p. 10].

Specificity of professional career in tourism, which is the need to achieve a high level of foreign language communicative competence, requires special attention to the development and improvement of speech skills. This is driven by the need for special attention to the stage of training in communication, as embodied in the dominance of this phase of exercise and time spent on their performance compared to other stages.

Every methodological model is based on certain principles. We have developed a model based on the principles of repeating pattern, consistency, professional orientation, step-by-step learning.

The principle of repeating pattern suggests that speech activity is trained on a specific topic and is carried out within a certain amount of practical classroom lessons and self-studies.

The principle of consistency is implemented using the developed system of exercises that focused on mastery and skills of ESP writing. According to the principle of professional orientation, this model will help in mastering ESP writing in the chosen professional field – tour management.

The principle of professional orientation in our study is the key one. According to N.V. Zinukova, whom we fully support, to achieve the required level of ESP written communication we should organize the training, which would provide a transition from the academic to the professional activity and the corresponding change of motives, needs, goals, actions and tools [9, p. 124].

An essential part of the learning process at every stage and at the end of training is the control of formation of certain skills level students. The developed model provides current control for each lesson and quizzes in the module test which is conducted at the end of the module. Therefore, we offer a model of education that best simulates typical communicative situations of professionally oriented written communication in the sphere of tourism management.

When developing model, we relied on the three-stage model of of mastering the foreign language communication. Accordingly, the mastery of skills takes place in three stages: introduction of new educational materials → training in communication → practice in communication. According to the principle of consistency, the process of gaining skills in professionally oriented English writing allows us to identify three relevant stages of learning: I – receptive phase, exploring new teaching material (Pre-Writing), II – reproductive and productive phase of training in communication (Writing), III – productive stage, practice in communication (Post-Writing).

The model is designed for one semester and according to ECTS it includes 2 training modules. Under the notion of training module we understand the basic structural unit of the educational process.

Educational and professional program of the specialty «Tour service» is held to imply the study of the ten content modules in the discipline «English for Specific Purposes». Therefore, the developed model includes 10 content modules (5 in the first training module and 5 in the second one). Context

module begins with the introduction of a new information and a new theme, then immediately follows a stage of training and practice in writing. The summarizing stage is content module repetition, fixing the learned material and its' control. The distribution of hours between the modules is not the same due to differences in the amount of educational material in the module.

Taking into account that methods and techniques of work should be different, we chose them individually for each content module. These include: demonstration, discussion, role play, presentation, briefing, reproduction, project work, language portfolio, abstracting, summarizing, interviews, case-study, debate, webinar, illustration, brainstorming.

At the stage of pre-writing, when the students are given the sample text of a particular genre (business letter, brochure, booklet, etc.), we used the demonstration and illustration. Next, discussion or debate was held in the group, the students discussed compositional features of texts, their design.

Useful for the study of foreign languages for professional purposes in colleges are business and role plays that encourage students to communicate in a foreign language in situations close to their future careers. Roleplaying enables students to express individuality in the process of communication.

At the stage of Pre-Writing (lesson № 1) teacher offers students a situation for studying during the academic module, for example «Presentation of the travel company». This stage is receptive; students become acquainted with sample presentations and logical and compositional characteristics of them. Introducing the new material can take the form of demonstrations and further discussion of the content seen. During the dispute or discussion students can identify the necessary components of content presentation, to determine its design, discuss the advantages and disadvantages of sample presentations. Then students do receptive exercises with partial or complete control.

At the stage of Writing (lesson № 2), students are trained in communication and thus perform exercises aimed at developing skills and abilities of professionally oriented writing. They do communicative, receptive, reproductive exercises that have partial or minimal control and, therefore, the teacher checks the results with the appropriate commentary. In the classroom a student also has the opportunity to get the instructions for further independent learning. At this stage students are working on individual tasks (completing their Language Portfolios).

Stage Post-Writing (lesson № 3) includes only communication and productive exercises – students create their own texts of a particular genre, they complete the Language Portfolio. During the Post-Writing teacher summarizes and congratulates the future managers of tourism on a successful performance at the fair trade. Further learning is planned according to the basic communicative situation of the content module.

We expect to use the full amount of hours of individual work for teaching writing, because individual tasks are usually performed in written form. According to T.O. Pakhomova and I.V. Bezhenar, language portfolio can be used both as a teaching tool and a management tool for teaching and learning activities, alongside with other major aids for classroom work as well as for self-training [10, p. 34]. That is why we propose to use language portfolio as an individual task, the dossier of portfolio should include students' own texts.

Today most scholars agree that home work should be a continuation of classroom work and it is the result of all previous practice. Therefore, the classroom activities should include new and difficult work and be aimed at practicing new training methods. At the same time the tutor should begin to organize extracurricular student work and also to use some form of independent work in class, including computer exercises with access to the Internet.

New methods of work should be applied parallel to the specified tasks and speech acts. The number of students who do not use computers at a sufficient level decreases every year. So, speaking of new methods we do not mean literally mastering a computer, but exploring ways to get help during independent work and during webinars.

Conclusions. The basis of teaching college students English writing are cognitive processes such as thinking, attention, imagination, memory. The specialization of memory at the early youth age is associated with the leading interests and intentions regarding the choice of future profession. The developed model is based on the principles of repeating pattern, consistency, professional orientation, step-by-step learning. The model is implemented in the context of ECTS. The model is designed for the first semester and for the second year of studying at the specialty «Tour Service» in colleges and includes 2 training modules and 10 content modules. Within each semantic module the work is organized according to three stages: 1 – receptive («Pre-Writing»); 2 – receptive, reproductive («Writing»); 3 – productive («Post-Writing»). As an individual task we offer to work on the language portfolio dossier, which includes a set of students' own texts. Perspectives of

further research lie in the experimental verification of the developed model efficiency and in the creation of guidelines for teachers of ESL to college students of the specialty «Tour Service».

REFERENCES

1. Remschmidt, H. Child and Adolescent Psychiatry in Europe / H. Remschmidt, H. van Engeland. – Darmstadt: Steinkopff Verlag, 1999. – 108 p.
2. Lewis, G. Teenagers / G. Lewis. – Oxford: OUP, 2007. – 214 p.
3. Erikson, E. The Theoretical Basis for the Life Model-Research And Resources On Human Development / E. Erikson. – Oxford: OUP, 2006. – 328 p.
4. Steinberg, L. (1997). You and Your Adolescent: A Parent's Guide for Ages 10–20 / L. Steinberg, A. Levine [Электронный ресурс]. – Режим доступа: <http://www.pamf.org/parenting-teens/health/growth-development/book-review/adolescent.html>.
5. Simpson, A.R. Raising Teens: A Synthesis of Research and a Foundation for Action / A.R. Simpson. – Boston, MASS: Center for Health Communications, Harvard School of Public Health, 2001. – 192 p.
6. Cattell, R.B. Structured personality learning theory / R.B. Cattell. – N. Y.: Praeger, 2000. – 312 p.
7. Зимняя, И.А. Психология обучения иностранным языкам в школе / И.А. Зимняя. – М.: Просвещение, 1991. – 222 с.
8. Волкова, Н.П. Моделивання професійної діяльності у викладанні навчальних дисциплін у вишах: монографія / Н.П. Волкова, О.Б. Тарнопольський. – Дніпропетровськ, 2013. – 228 с.
9. Зінукова, Н.В. Навчання студентів-економістів написання англійською мовою довідково-інформаційної документації: дис. ... канд. пед. наук: 13.00.02 / Н.В. Зінукова; Київськ. нац. лінгв. ун-т. – К., 2004. – 289 с.
10. Пахомова, Т.О. Мовний портфель як методична інновація в системі вищої іншомовної освіти / Т.О. Пахомова, І.В. Беженар. – Запоріжжя, 2014. – 167 с.

REFERENCES

1. Remschmidt, H. Child and Adolescent Psychiatry in Europe / H. Remschmidt, H. van Engeland. – Steinkopff Verlag, Darmstadt, 1999, 108 p.
2. Lewis, G. Teenagers / G. Lewis. – Oxford: OUP, 2007. – 214 p.
3. Erikson, E. The Theoretical Basis for the Life Model-Research And Resources On Human Development / E. Erikson – Oxford: OUP, 2006. – 328 p.
4. Steinberg, L. (1997). You and Your Adolescent: A Parent's Guide for Ages 10–20 / L. Steinberg [Электронный ресурс]. – Режим доступа: <http://www.pamf.org/parenting-teens/health/growth-development/book-review/adolescent.html>.
5. Simpson, A.R. Raising Teens: A Synthesis of Research and a Foundation for Action / A.R. Simpson. – Boston, MASS: Center for Health Communications, Harvard School of Public Health, 2001. – 192 p.
6. Cattell, R.B. Structured personality learning theory / R.B. Cattell. – N. Y., Praeger, 2000. – 312 p.
7. Зимняя И.А. *Psikhologiya obucheniya inostrannim yazykam v shkole* [Psychology of Foreign language Teaching at School], М.: Prosveshcheniye, 1991, 222 p.
8. Volkova N.P.. *Modelivannia profesiinoi diyalnosti u vkladanni navchalnykh distsiplin u vishakh: monografiya* [Modeling of Professional Activity in Teaching Academic Subjects: Monograph], – Dnipropetrovsk, 2013, 228 p
9. Zinukova N.V. *Navchannia studentiv ekonomistiv napisannia angliiskoyu movoyu dovidkovo-informatsiinoi dokumentatsii: diss. ... kand.ped.nauk* [Teaching Economy Students Writing English Information Documents: PhD Thesis], Kiiivsk.. nats lingv. un-t., K., 2004. 289 p.
10. Pakhomova T.O. *Movnii portfel yak metadichna inovatsiya v sistemi vishchoi inshomovnoi osviti* [Language Portfolio as a Methodological Innovation in the System of Higher Foreign Language Education], Zaporizhzhia, 2014, 167 p.

Поступила в редакцию 10.04.2014. Принята в печать 20.06.2014

Адрес для корреспонденции: e-mail: diversity@meta.ua – Гальченко О.Ю.