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### **Modeling foreign language professional activities**

#### **Tourism in the learning environment of a non-linguistic university**

**Abstract:** The article discusses the theoretical foundations of the formation of strategies for taking foreign language non-linguistic university students, you revealed the specificity of modeling foreign professional activities of the tourism sector in the learning environment of a non-linguistic university. The author notes the importance of the component of foreign language communicative competence in the field of professional communication, various types and genres of discourses, the rules for their construction, as well as the ability to create and understand them taking into account the situation of communication.

**Key words:** tourism, guide, tourists, tourist discourse, frames, briefing, excursion story, hotel, transport, touring, advertising

The need to refer in this study to the question of is dictated by the fact that the construction and use of models by allows you to respond vigorously to external and internal changes in the educational process related to the needs of graduates, requirements from the labor market, society, state, changes in standards and norms for which The university is oriented in the process of preparing future personnel for a particular industry, including the tourism business . The ability to replace elements in constructed models allows researchers and practitioners to develop an adaptive learning strategy. Ideas for modeling contradict the currently relevant competence approach, and combined with him. In modern pedagogical science, the model approach is becoming widespread, which is expressed in the active use of models in all its branches and stages [1. p .304] .

The modeling process we consider in the classical system, takes into account interrelation with the profession and in the direction of training 5B090200 Tourism, which determines the general cultural and professional competencies of the graduate.

Modeling is a general scientific method of research of any phenomena, which consists in the construction and study of specific objects, systems - models of other objects - originals [2. p.448] .

In philosophy, a model is understood as “such a mentally imagined or materially realized system that, by displaying or reproducing an object of research, is capable of replacing it so that its study gives us but information about this object ”[3. p.44] . In this definition They emphasize the epistemological role of models.

According to the New Dictionary of methodical terms and concepts, the model (from French. Modèle , Latin. Modulus - measure, sample) broadly represents combat simplified mental or symbolic image of an object or system the themes of objects used as their “ deputy ” and means of operation knowledge, including training [2. p.448] .

In the methodology of teaching foreign languages, the definition of modeling coincides with the general scientific interpretation, namely: the method of research of objects of different nature on their counterparts (models) to determine or specify characteristics of existing or newly constructed objects. On for In foreign language studies, various aspects of learning activities are modeled in order to find the optimal variant of such activities, as well as the nature of the learning activities of the teacher and students implementing the concept of the chosen teaching method [3. p.44] .

Modeling is widely used in vocational training of specialists ( DA Voronov, 2012; GG Kagarmanova , 2007; ML Kataeva, 2007; LN Mazaeva , 1997; IA Pshonkovskaya , 2006; L. G. Semushina , NG Yaroshenko, 2001, etc.), including foreign language vocational training (NI Alma Call , 2003; M.O. Antyushina , 2006; MbGanochevskaya , 2010; I.E. Mezhyueva , 2004; ABOUT. Solovyov, 2011, etc.). On the effectiveness of the use of simulator in foreign language classes at future specialists in the field of O.U. Levchenko (2007), E.V. Markaryan (2004), I.A.

Shpachenko (2011). Analysis of the literature on this issue shows that the use of modeling has a positive effect on theoretical and practical training. experts of various profiles, allows students to disclose the objectives of vocational training, to create conditions for ensuring high scientific level and creative nature of the educational process, to adapt theoretical knowledge to practical professional activities motivation of students towards self-development [4. p.148].

However, the essence of modeling is understood by researchers in different ways. Modeling is defined as the *ability* included in the structure of the Gnostic students' skills ( Pshonkovskaya, I.A, 2006); *general scientific method*, take which aims to form professionally personalized personalities honors of future specialists in the process of studying at a higher educational institution (DA Voronov, 2012); "The *method of forming the content of training* in the form of a complex of tasks, tasks and exercises, in the aggregate completely reflecting the professional work strength from goal setting to self control and analysis of results, as per new professional functions as well as their elements "[5. p.19].

O.U. Levchenko, in teaching foreign-language dialogical communication on the basis of authentic social contacts of future tourist personnel It suggests modeling such features of professional activity as: sphere, place of activity, role repertoire, meaningful structure of activity, functions of participants , types of interactions [6. p.3].

A study of the tourism manager's professionogram shows that the occupying activities of this profession are the formation, promotion and sale of the tourist product, the development of excursion routes. The leading place among the abilities that ensure the success of the performance of professional activities is given to communicative abilities: verbal abilities that imply the ability to speak clearly, expressively, as well as oratorical abilities, including the ability to competently express their thoughts, to escape , etc. [7. p.159] .

Bachelors in training 5B090200 Tourism can work in any tour guides. The specifics of the professional activities of guides, ex-students is that their speech is public in nature and takes place in the conditions of intercultural communication, which imposes responsibility on them for speech behavior. Simulation of various kinds of excursions in the classroom a strange language should be built taking into account the heterogeneity and variability of tourist groups.

Students of the training direction 5B090200 Tourism in the future may follow hiring professional duties of travel agents . The information function of travel agents is to provide reliable information to consumers about the tourist product. Travel agent gives clients advice, recommendations, reports information about tickets and reservations, informs consumers about the level of a hotel room and other services, selects the correct an item in accordance with their expectations .

The next object of professional activity of workers in the sphere of tourism is the tourist information center, the employees of which provide information services free of charge to satisfy the information requests of visitors. In particular, specialists in case of direct contact or in a telephone conversation provide advice on travel issues, select an individual excursion route, inform about cultural and sporting events of the place, places of interest, nearby settlements, answer questions from tourists , implement recommendations [8, p.264] .

The analysis of foreign and domestic research (LI Zimin, MI Laikova , 2009; E. Markarian, 2004; GM's the Blue , M. Harun , 2003) allowed to generalize the standard, typical communicative situations in communication Dr. Tourism Botnikov See table 1).

Table 1

**Typical communicative situations of tourism**

<b>Touristindustry</b>	<b>Typicalcommunicativesituations</b>
<i>hotelindustry</i>	arrival, registration and accommodation of the client in the hotel, short-term contacts with clients, departure, customer calculation at the time of departure
<i>foodindustry</i>	lunchin a restaurant
<i>travelagencyactivities</i>	selection, presentation and design of the tour
<i>excursionorganizations</i>	Excursion

<i>informationCenter</i>	providing information to the travel agency
<i>guides, transportationservices</i>	meeting and foreign tourists at the airport (at the station)

By implementing these or other communicative intentions in situations professional communication, tourism bachelors create foreign-language professional discourse in monologue form.

Next, we turn to the description of the model for preparing a bachelor of tourism for foreign professional activity, i.e. implementation of the created model of foreign language professional activity in the educational process. The study of scientific papers allows us to conclude that we should think about the forms and methods of training, adequate professional goals, in private STI, simulations of professional activity (NI Almazov , 2003; Ermilova NY, 2000; IE Mezhueva 2004 ; SL Novolodskaya , 2011; EP Shishmolin , 2007), the use of role-playing and business games (M. Kataeva, 2007; M. V. Polevaya, A. N. Tretyakova, 2009; Yu.A. Popova, 2008, etc.).

The fact that modeling situations in the process of foreign language vocational training in a non-linguistic university should be aimed at developing the independence of the future specialist is indicated by I.Y. Mezhuyev. In modeled situations, the author writes, the future professional should be provided with real opportunities to act on his own behalf, master various strategies and tactics of foreign language professional-oriented communication [10, p.23].

Thus, on the basis of the above positions of researchers, it can be concluded that the modeling of situations of foreign language professional communication of the tourism sector should be a simplified reproduction in the educational process of situations of professional communication of tourism personnel with consumers of tourist services. It is intended to promote the formation of students' mobility, readiness for the independent implementation of future foreign language communicative professional activities. From the above, it follows that, firstly, the simulated situations in relation to the tourism sector should include the possibility of students creating an oral foreign language professional discourse, during which the staff implements certain communicative intentions in accordance with the specifics of the tourist industry. Secondly, in recreated situations in a foreign language classroom at a higher educational institution, it is necessary to equip students with professionally marked strategies that ensure the independent generation of discourse.

It is important for students to learn how to select, accumulate material, be able to extract consumer-relevant information and use it in creating foreign-language monologue professional discourse. So, modeling of excursion activity in a foreign language classroom at a higher education institution implies, first of all, the organization of students' work with authentic texts, on the basis of the study of which students form the control and individual texts of the excursion. Training in generating excursion discourse can be carried out in role-playing games, providing conditions for the use of communicative strategies of excursion discourse necessary for effective communication with excursionists, developing the ability of the guide to respond to questions of excursionists and changes during the excursions.

So, in the present paragraph it was revealed that modeling professional activities of the tourism industry in foreign language classes in a non-linguistic university implies, firstly, developing a model of foreign professional bachelor of tourism activities, to the elements of which we attributed communicative intentions implemented by experts in communicating with consumers tourist services, typical communicative situations of professional communication, objects of professional activity, professional discourse. Secondly, the choice of forms and methods of training, providing students with imitation of foreign language professional activities and the acquisition of professional competencies. These include modeling typical communication situations, organizing and conducting role-playing games, and organizing work with professionally significant texts.

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