

На допомогу академічній програмі можуть прийти аудіо та відеоматеріали, туристичні блоги, інтерактивні платформи, мобільні додатки та онлайн-курси, які розширюють можливості самостійного вивчення та вдосконалення англійської мови в своєму особистому темпі. Постійне самовдосконалення та застосування додаткових ресурсів також сприяють подальшому розвитку комунікативних навичок спілкування англійською мовою фахівців у галузі туризму.

Загалом, формування професійно орієнтованої англійської комунікативної компетентності в галузі туризму вимагає систематичного навчання, практики та самовдосконалення. Комбінація навчальних курсів, практичних вправ, міжкультурного спілкування та використання сучасних технологій допоможе майбутнім фахівцям досягти високого рівня комунікативної компетентності в англійській мові та й в професійному середовищі зокрема.

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### **RAISING INTERCULTURAL COMMUNICATIVE COMPETENCE OF STUDENTS SPECIALIZING IN TOURISM**

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Intercultural competence is increasingly recognized as a critical asset for professionals in the tourism industry. For students embarking on a career in tourism management, the educational journey is twofold. On one hand, there is a need to cultivate a robust set of professional skills that encompasses industry

knowledge, operational competencies, and strategic thinking. On the other hand, equal emphasis must be placed on fostering cross-cultural communication skills. This is particularly important when teaching a foreign language with a specific purpose, such as for hospitality, travel coordination, or cultural liaison roles. In the ever-evolving tourism industry, professionals are increasingly immersed in a world rich with varied cultural contexts, languages, and customs.

Numerous models for intercultural communicative competence have been established, featuring distinct elements as identified by scholars such as M.Bennett (1986), C.Kelley and J.Meyers (1999), G.-M. Chen and W. Starosta (2000), W.Fritz and A. Moellenberg (2002), P.Early and S.Ang (2003), E.Hall, G.Hofstede, M.Tucker (2004), D.Deardoff and W.Hunter (2006).

As mentioned by Fang (2010), English language has become a global or international language within a globalization context in the current century. Due to its position as a lingua franca, it is the main foreign language used worldwide as a tool of communication [1]. The hospitality sector, a core component of the tourism industry, requires professionals who can seamlessly interact with individuals from diverse cultural backgrounds. English as a lingua franca significantly bridges these cultural divides, making effective communication a cornerstone of hospitality education [4].

Despite these advances, the issue of ICC development remains a substantial challenge for both, educators and students majoring in tourism. The complexity is twofold: the students must not only master the language but also be able to use it in various cultural situations where they interact with others.

The dynamic environment presents both challenges and opportunities for those who aspire to thrive within this sector. For students with their sights set on a career in tourism, developing intercultural communicative competence (ICC) is not just beneficial – it is essential. The ability to navigate the nuances of language in different cultural contexts enhances the students' effectiveness in international settings and enriches their professional and personal growth. By integrating these dual aspects of education, future tourism managers will be well-prepared to lead in a diverse and dynamic global industry.

Intercultural communicative competence (ICC) involves the ability to communicate effectively and appropriately with people from other cultures. In the context of tourism education, this competence is not just beneficial but essential, as tourism professionals interact with a global clientele [3]. It involves understanding the cultural context in which communication occurs, being aware of the cultural differences, and adapting one's communication style accordingly. This competence is crucial in the tourism industry, where professionals interact with people from diverse cultural backgrounds.

Being a complex phenomenon ICC encompasses several critical skills, which refer to the mastery of the language itself – grammar, vocabulary, and pronunciation – and sociolinguistic competence, which involves understanding the social context in which the language is used, including norms, values, and

conventions. The overview of ICC components can be seen in the following *Table 1*.

**Table 1. Overview of ICC Components**

<b>Components</b>	<b>Description</b>
Linguistic competence	Knowledge of grammar, vocabulary, pronunciation, styles
Sociolinguistic competence	Understanding the social context of language use, norms, and values
Discourse competence	Ability to produce written/spoken language relevant to the context
Intercultural competence	Ability to interact effectively with representatives from different cultures
Motivation	Desire to engage with different cultures
Cultural awareness	Knowledge of and sensitivity to cultural differences and similarities
Tolerance or uncertainty	Ability to accept otherness and adapt to unfamiliar environment
Non-verbal communication	Ability to interpret body language
Continuous learning	Ability and desire to learn how to deal with different cultures avoiding stereotypes and prejudices
Self-monitoring	Reflection and adaptation of communication strategies based on interaction and feedback

This comprehensive understanding of ICC components ensures students are well-equipped to handle the complexities of intercultural interactions, thereby enhancing their professional capabilities in the global tourism industry.

The integration of intercultural language learning into the educational process exposes students to cultural components that are essential to language use. The linguacultural method acknowledges that language is much more than just a vocabulary and grammatical system; rather, it is intricately entwined with the cultures of those who speak it [2]. Consequently, effective communication and language acquisition depend on a grasp of the cultural background.

Learning a language with a multicultural focus helps students get a deeper understanding of and respect for many cultures. It makes people more conscious of their own cultural prejudices and promotes politeness and open-mindedness in their interactions with language learners. Students who get language instruction that incorporates cultural understanding are more equipped to participate in meaningful and successful cross-cultural conversations.

A blend of theoretical and practical teaching methods can effectively raise students' intercultural awareness. Theoretical teaching includes lectures,

discussions, and readings about different cultures, their norms, and values. It provides students with a solid foundation of knowledge about various cultures.

On the other hand, practical teaching methods involve role-plays, simulations, and group projects that mimic real-life situations. These methods enable students to apply their theoretical knowledge and understand the practical implications of intercultural communication. By actively participating in these activities, students can experience first-hand the challenges and rewards of intercultural communication.

Educators play a critical role not just in enhancing language proficiency but also in fostering intercultural communication skills. The newly-introduced courses for students of Tourism of Ternopil Volodymyr Hnatiuk National Pedagogical University (Ethics of intercultural communication with international partners, Formation of a multilingual personality in the conditions of multilingualism, Barriers to cross-cultural communication and building an educational dialogue, etc.) designed to equip students with the necessary competencies for effective communication in their future roles within the tourism industry

Teaching intercultural communication can be approached through various innovative and interactive methods. These include the use of films, cooperative learning, and improvisation. Other effective techniques involve inquiry-based and task-based instruction, as well as engaging students in activities that require production, interaction, negotiation, mediation, and role-playing. These strategies help students develop practical skills in navigating and understanding diverse cultural contexts.

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