The role of unsupervised work in shaping communicative competence in tourism managers in higher education institutions

Andrei B. Evseev

PhD in Pedagogy,
Associate Professor at the Department of Russian and foreign philology,
Vladimir State University,
600000, 87 Gorkogo st., Vladimir, Russian Federation;
e-mail: andrej.yevsejev@rambler.ru

Abstract

The article touches upon topical issues of organising students' unsupervised work during the professional language training of tourism managers at a university. The purpose of this research paper is to study the types of in-class and extra-curricular unsupervised work, its principles and goals. The author of the article focuses on the fact that in order to develop the students' creativity, the teacher needs to systematically study their interests, to assess the individual levels, to help in understanding the logic of the subject and its structure, and also to teach ways of performing various tasks independently, including scientific research, solving educational and intellectual problems. Significant attention in the study is paid to the role of project work at foreign language classes. The article proves the idea that the project method is one of the effective methods for shaping communicative competence in tourism managers. Taking into account the results of the analysis of previous experience and the work of scientists on this topic, the author makes an attempt to develop a strategy for working on a project both during classes and in unsupervised extra-curricular work. The article gives an example of developing the vocabulary and subsequent presentations in a foreign language using speech clichés.

Introduction

The today's society puts forward a number of requirements to the professional training. Modern professionals must be able to work on their own initiative, to rapidly absorb new information that comes from various sources on an ongoing basis, to work in a team.

It is hard to overestimate the role of the teacher as an inspirer of the students' cognitive interest. The latter is able to expose the creative potential of specialists, to shape the ability to independently master the basics of their future profession. To meet the contemporary standards, the educational establishments must enhance the role of the unsupervised students' work, stimulate their professional growth, education, creativity and initiative. The new federal educational standards demand from specialists in any field to be purposeful, mobile, teachable and flexible. In a nutshell, genuine professionals are to be competitive on a labour market.

The federal educational standards increase the share of unsupervised work of students. As much as 50% of the semester curriculum hours which account for foreign languages learning are given to students' self-work. To satisfy the demand, it requires appropriate reorganisation of the educational process, modernisation of educational and methodological documentation, the development of new didactic approaches for deep self-studies of the course material offered.

The main part

There are two major types of students' unsupervised work: in-class, extra-curricular and project work.

According to A.V. Konysheva's classification, in-class work can be subdivided into frontal work, pair-work, group work and individual work. Working frontally, students take one and the same assignment. Pair-work allows various assignments and is most suitable for language laboratories. As regards group work, students are to be split into smaller groups [Konysheva, 2005, 33-35]. In-class independent work is carried out under the direct supervision of the teacher and on his/her instructions. It can be implemented during practicals, seminars, laboratory work and lectures.

Extra-curricular unsupervised work is carried out on the teacher's instructions, no direct participation of the latter. It is the teacher who plans how much time is envisaged for each particular assignment. The extra-curricular self-study creates conditions for the implementation of practical, educational and creative educational tasks. It expands the scope of application of acquired skills. Out-of-class work accompanies the entire course of study of the discipline, it helps to preserve and increase the interest of students in acquiring new knowledge.

As regards project work, its primary idea deals with the result one is to achieve on the assignment. To produce the results, students are to be taught to check out the materials from a number of sources needed, think independently, forecast pending results both positive and negative, adhere to teamwork. This brings us to the key principles in self-study as follows:
   – the principle of basic knowledge reliance;
   – the interaction principle;
   – the principle of pro-active training;
   – the feedback principle;
   – the availability and "able-to-do" principle [Zenkin, 2009].
   The goals pursued by students' unsupervised work may involve:
   – consolidation, deepening, expansion and systematisation of knowledge and practical skills

acquired in class;
– self-mastering of the course material;
– shaping of skills to use reference, scientific and special literature;
– development of scientific and research skills;
– development of cognitive abilities and activity, creativity and organisation, independence.
The main features of independent work of students are:
– the presence of a cognitive or practical task, a challenging issue or task and a special time for their solving;
– consciousness, independence and activity of students in the process of solving the tasks;
– availability of work results that reflect their understanding of the problem;
– acquisition of independent work skills.

Thus, students' unsupervised work in a higher educational establishment is viewed, on the one hand, as a form of training and a type of educational work carried out without the teacher's direct supervision, and, on the other, as a means of involving students in an independent cognitive activity, intensification of mental activity which leads to improvements in a course mastering.

Speaking about teaching a foreign language to tourism managers (pre-intermediate level) at a higher educational establishment, one of the most effective types of unsupervised work is project work.

According to E.S. Polat, the key aims of students' unsupervised work, who are involved in a project, are as follows:
– to show the ability of an individual student or the whole group of students to use the research experience obtained as a result of training;
– to satisfy the students' interest in the subject of the research;
– to show the level of a foreign language mastered;
– to teach students to admit their own responsibility as regards their progress in studies;
– to create conditions for personality development since the project work develops independent thinking and forces students to apply the skills in practice;
– to teach how to mine knowledge independently;
– to master skills of participation in group work, namely, teamwork;
– to give a chance to find oneself as an individual who can not only assess the reality but to project the necessary changes for mastering a foreign language [Polat, 2010].

Each project should have its own strategy and tactics, organisation and assessment. For instance, the students are given an assignment on the topic "Doing the city". They can be split into smaller groups (Step 1). Every group can choose the vector of their project development. One group can create a guided tour of the city/town they reside in. They need to collect all possible information about the sights, learn about their history and interesting facts, plan an excursion to the tourists of a certain age groups. The other group of students is offered to make a booklet which lists the sights of the city to meet the demand of a privately-owned travel agency. In this case, the students can do an Internet search looking for the information on the sights and prominent people who the city is proud of.

Step 2 envisages introduction and disputing the necessary vocabulary as well as language and speech skill-building. The teacher may offer some active vocabulary at this stage or even provide information from guide books suitable for the pre-intermediate level. The information provided can spark novel ideas or create the platform for a dispute. The info can be both printed and audio. Thus, at this stage we master the earlier shaped foreign language communication skills and give a ground for student's future individual speeches.

Much attention should be paid to clichés used in the speech of a tourism manager. This can be produced in a form of 'hints'. For instance:

Start your excursion with some introductory words. "Good morning, ladies and gentlemen. First of all, let me introduce myself. My name is… On behalf of our travel agency it gives me a great pleasure to welcome you in Vladimir. Let us start our tour of the city with the Golden Gate, one of masterpieces of the white-stone military architecture".

Make use of some linking words and expressions like the following:
– "It is better to begin making the acquaintance of… with…";
– "In front of you there is (are)…";
– "To the right (left) of… you can enjoy the view of…";
– "On your right (left)… there is (are)…";
– "Next to… you can see…";
– "Opposite… there is (are)…";
– "Behind… you can see…";
– "If we walk towards… we can see…";
– "If you look up (down, at)…";
– "Please come up to the place (which, where)…";
– "Let's walk up (down) to…";
– "Let's have a look at…";
– "You will admire…";
– "If you explore… you will see…";
– "When we leave… we shall see…";
– "On our way to… we can enjoy the views of…";
– "Let us stay for a while on… and have a look at…";
– "Look attentively at…";
– "You are sure to see plenty of interesting if you look at…";
– "Please concentrate your attention on…";
– "If you have some spare time, I advise you to see…".

Students who use speech clichés on a regular basis may be granted a higher mark as a bonus. It is highly recommended to encourage students to stick to as many clichés as possible since the communication links are very important for discussion and future work in the tourist sector.

Step 3 is preparation of a presentation. The groups make ready for their presentations (print out photos and texts, make a PowerPoint slideshow, present an open-air tour).

Step 4 deals with staging of presentations.

Step 5 provides assessment of the presentations staged. The teacher should not assess the projects on speech and grammar mistakes only. The mark should be granted for creativity, accuracy, clearness and the compliance with the teacher's requirements.

The most vital thing about project work is interaction within the group. Students are allowed to assign jobs themselves. It helps them to concentrate efforts and result in a well-coordinated work of the whole group. The project work must not be limited to in-class occupation only; it should go beyond the classroom to ensure more independency in the students' activities.

Conclusion

Students' self-study is an integral part and one of the most important components of the educational process. Through the individual work the students learn the methods of human cognitive activity, increase the interest in creative work, improve the ability to solve scientific and practical problems. Under these conditions, the learning process in the higher educational establishment approximates to the process of scientific knowledge.

References

1. Efremova O.N. (2013) Opyt organizatsii samostoyatel'noi raboty studentov [Experience of the organisation of students' unsupervised work]. *Vysshee obrazovanie v Rossii* [Higher education in Russia], 8-9, pp. 160-162.
2. Erofeeva N.E., Sholokhova G.P., Kuvandykova L.Z. (2012) Otsenka i vospriyatie samostoyatel'noi raboty v vuze (na osnove anketirovaniya studentov i prepodavatelei) [Assessment and perception of unsupervised work in a higher education institution (based on the questionnaires surveying students and teachers)]. *Vestnik Orenburgskogo gosudarstvennogo universiteta* [Bulletin of Orenburg State University], 4, pp. 7-14.
3. Fedorova M., Yakushkina L. (2007) Model' organizatsii vneauditornoi samostoyatel'noi raboty [The model of organising extracurricular unsupervised work]. *Vysshee obrazovanie v Rossii* [Higher education in Russia], 10, pp. 88-90.
4. Grigoryan V.G., Khimich P.G. (2009) Rol' prepodavatelya v organizatsii samostoyatel'noi raboty studentov [The role of a teacher in the organisation of students' unsupervised work]. *Vysshee obrazovanie v Rossii* [Higher education in Russia], 11, pp. 108-114.
5. Konysheva A.V. (2005) *Organizatsiya samostoyatel'noi raboty studentov v obuchenii inostrannym yazykam* [Organising students' unsupervised work when teaching foreign languages]. St. Petersburg: Karo Publ.
6. Kulikova G.A., Poddubnaya N.A. (2012) Organizatsiya samostoyatel'noi raboty studentov s ispol'zovaniem aktivnykh metodov obucheniya [Organising students' unsupervised work by using active teaching methods]. *Informatika i obrazovanie* [Informatics and education], 9, pp. 83-85.
7. Malenkov R.A. (2011) Spetsifika samostoyatel'noi raboty studentov v kontekste realizatsii kompetentnostnogo podkhoda [Specificity of students' unsupervised work in the context of the implementation of the competence-based approach]. *Alma mater*, 4, pp. 66-68.
8. Polat E.S. (2010) Metod proektov: istoriya i teoriya voprosa [The project method: the history and theory of the problem]. In: *Sovremennye pedagogicheskie i informatsionnye tekhnologii v sisteme obrazovaniya* [Modern pedagogical and information technologies in the system of education]. Moscow: Akademiya Publ., pp. 193-200.
9. Tsyganova L.V. (2009) Strategii samostoyatel'noi raboty studentov kak osnova ee effektivnoi organizatsii [Strategies for students' unsupervised work as a basis for its effective organisation]. *Vysshee obrazovanie segodnya* [Higher education today], 12, pp. 69-71.
10. Vishtak O.V., Orzhinskaya S.V. (2011) Sistema planirovaniya samostoyatel'noi raboty studentov [The system of planning students' unsupervised work]. *Professional'noe obrazovanie. Stolitsa* [Professional education. The capital], 1, pp. 41-42.
11. Zenkin A.S. (2009) *Samostoyatel'naya rabota studentov* [Students' unsupervised work]. Saransk.

Роль самостоятельной работы в формировании коммуникативной компетенции у менеджеров туризма в вузе

Евсеев Андрей Борисович

Кандидат педагогических наук,
доцент кафедры «Русская и зарубежная филология»,
Владимирский государственный университет им. А.Г. и Н.Г. Столетовых,
600000, Российская Федерация, Владимир, ул. Горького, 87;
e-mail: andrej.yevsejev@rambler.ru

Аннотация

В статье затрагиваются актуальные вопросы организации самостоятельной работы в ходе профессионально-языковой подготовки менеджеров туризма в вузе. Целью данного исследования является изучение видов аудиторной и внеаудиторной самостоятельной работы, ее принципов и задач. Автор акцентирует внимание на том, что для развития творческого потенциала студентов преподавателю необходимо систематически изучать их интересы, проверять уровень знаний, помогать в понимании логики своего предмета и его структуры, а также обучать методам самостоятельного выполнения различных заданий, в том числе с использованием научного поиска, решения образовательных и интеллектуальных задач. Также значительное внимание в исследовании уделяется роли проектной работы на занятиях по иностранному языку. Обосновывается мысль о том, что метод проектов является одним из эффективных методов формирования коммуникативной компетенции у менеджеров туризма. На основе анализа предыдущего опыта и работ ученых по данной тематике предложена стратегия работы над проектом как во время практических занятий, так и в самостоятельной внеурочной деятельности. Автор приводит пример расширения и активизации тематического словаря и составления последующих презентаций на иностранном языке с использованием речевых клише.

Ключевые слова

Менеджеры туризма, самостоятельная работа студентов, речевые клише, высшее учебное заведение, английский язык, предсредний уровень, федеральные образовательные стандарты, проектная работа.

Библиография

1. Виштак О.В., Оржинская С.В. Система планирования самостоятельной работы студентов // Профессиональное образование. Столица. 2011. № 1. С. 41-42.
2. Григорян В.Г., Химич П.Г. Роль преподавателя в организации самостоятельной работы студентов // Высшее образование в России. 2009. № 11. С. 108-114.
3. Ерофеева Н.Е., Шолохова Г.П., Кувандыкова Л.З. Оценка и восприятие самостоятельной работы в вузе (на основе анкетирования студентов и преподавателей) // Вестник Оренбургского государственного университета. 2012. № 4. С. 7-14.
4. Ефремова О.Н. Опыт организации самостоятельной работы студентов // Высшее образование в России. 2013. № 8-9. С. 160-162.
5. Зенкин А.С. Самостоятельная работа студентов. Саранск, 2009. 33 с.
6. Конышева А.В. Организация самостоятельной работы студентов в обучении иностранным языкам. СПб.: Каро, 2005. 292 с.
7. Куликова Г.А., Поддубная Н.А. Организация самостоятельной работы студентов с использованием активных методов обучения // Информатика и образование. 2012. № 9. С. 83-85.
8. Маленков Р.А. Специфика самостоятельной работы студентов в контексте реализации компетентностного подхода // Alma mater. 2011. № 4. С. 66-68.
9. Полат Е.С. Метод проектов: история и теория вопроса // Современные педагогические и информационные технологии в системе образования. М.: Академия, 2010. С. 193-200.
10. Федорова М., Якушкина Л. Модель организации внеаудиторной самостоятельной работы // Высшее образование в России. 2007. № 10. С. 88-90.
11. Цыганова Л.В. Стратегии самостоятельной работы студентов как основа ее эффективной организации // Высшее образование сегодня. 2009. № 12. С. 69-71.