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DEVELOPING FOREIGN LANGUAGE PROFICIENCY OF FUTURE SPECIALISTS IN SOCIO-CULTURAL EVENT MANAGEMENT

Learning foreign languages by future professionals in socio-cultural event management has become important in promoting cross-cultural understanding. A high level of foreign language proficiency provides the opportunity for relevant communication between representatives of different backgrounds. The purpose of the research is to analyze approaches to teaching foreign languages to future managers of socio-cultural events, as well as to develop recommendations for organizing an efficient educational process in order to improve their professional foreign language training. To efficiently perform professional tasks in socio-cultural event management, future specialists have to be fluent in the foreign language. Thus, the content of foreign language training should include professional vocabulary, typical situations of intercultural interaction, accompanied by familiarization with the traditions and cultural heritage of the countries whose language is being studied. It is important that the curriculum includes not only mastering vocabulary along with the ability to read and translate professional texts, but also developing the skills of business correspondence, organizing round tables and brainstorming, giving various types of presentations, etc. Classwork should mostly include oral, communication oriented exercises. Self-study (such as working in small groups to prepare a presentation, processing a text for its further discussion, independent search on foreign-language online resources to perform a creative task) also plays an important role in the process of mastering a foreign language. The authenticity of materials should be one of the most important requirements for their selection. To conclude, developing foreign language proficiency of future professionals in socio-cultural event management is a complex, multi-level process that requires a combination of linguistic, communicative, and cultural training. A modern teaching model should take into account the interests of students, the specifics of the branch under study, cultural aspects, and the needs of the labor market. It is important that the educational process is flexible, dynamic and innovative, with extensive use of interactive methods, digital technologies, and the interdisciplinary approach.

Key words: *language training, communicative competence, intercultural communication, cultural interaction, self-study, methods of teaching, interdisciplinary approach.*

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РОЗВИТОК ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ З МЕНЕДЖМЕНТУ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ

Вивчення іноземних мов майбутніми фахівцями з менеджменту соціокультурної діяльності стало важливим для сприяння міжкультурному взаєморозумінню. Високий рівень володіння іноземною мовою надає можливість релевантної комунікації між представниками різних середовищ. Метою дослідження є аналіз підходів до викладання іноземних мов майбутнім менеджерам соціокультурної діяльності, а також розробка рекомендацій щодо організації ефективного навчального процесу з метою покращення їх професійної інішомовної підготовки. Для ефективного виконання професійних завдань з менеджменту соціокультурної діяльності майбутні фахівці повинні вільно володіти іноземною мовою. Таким чином, зміст навчання іноземної мови повинен охоплювати професійну лексику, типові ситуації міжкультурної взаємодії, що супроводжуються ознайомленням з традиціями та культурною спадщиною країн, мова яких вивчається. Важливо, щоб навчальна програма включала не лише оволодіння словниковим запасом разом із компетентностями читання та перекладу професійних текстів, але й розвиток вмінь ведення ділового листування, організації круглих столів та мозкових штурмів, проведення різних видів презентацій тощо. Аудиторна робота повинна переважно включати усні, комунікативно орієнтовані вправи. Самостійна робота студентів (як от, робота в невеликих групах для підготовки презентації, опрацю-

вання тексту для його подальшого обговорення, самостійний пошук на інішомовних онлайн-ресурсах для виконання творчого завдання) також відіграє важливу роль у процесі опанування іноземної мови. Автентичність матеріалів повинна бути однією з найважливіших вимог до їх відбору. Як висновок, розвиток володіння іноземною мовою майбутніх фахівців з менеджменту соціокультурної діяльності – це складний, багаторівневий процес, який вимагає поєднання лінгвістичної, комунікативної та культурної підготовки. Сучасна модель навчання повинна враховувати інтереси студентів, специфіку досліджуваної галузі, культурні аспекти та потреби ринку праці. Важливо, щоб навчальний процес був гнучким, динамічним та інноваційним, з широким застосуванням інтерактивних методів, цифрових технологій і міждисциплінарного підходу.

Ключові слова: мовна підготовка, комунікативна компетентність, міжкультурна комунікація, взаємодія культури, самостійна робота студентів, методи викладання, міждисциплінарний підхід.

Problem statement. Today, learning a foreign language not only opens doors to career opportunities, but also provides a deeper understanding of the cultural specifics and social interactions of different societies. That is why teaching foreign languages to future professionals in socio-cultural event management has become crucial in promoting cross-cultural understanding. A high level of foreign language proficiency provides the opportunity to bridge the communication gap between individuals from different backgrounds. The language reflects beliefs, values, and traditions of a community. Without the ability to understand and communicate in the language of the host culture, individuals may feel isolated. Learning a foreign language also broadens a student's worldview and challenges their cognitive abilities. It fosters a sense of adaptability, resilience, and open-mindedness, making them more receptive to new ideas and experiences. In the modern globalized job market, the ability to speak multiple languages is considered an essential competitive advantage. Companies are increasingly looking for individuals who can communicate in multiple languages to satisfy the needs of their clients.

The professional training of specialists in the socio-cultural branch is becoming particularly relevant taking into account the current globalization trends in the society and the growth of intercultural contacts. Foreign language proficiency is not only a means of communication, but also a way to career development, adaptation to the multicultural environment, as well as integration into the world's cultural space.

Special attention should be given to the professional training of future specialists who will work in the fields of culture, tourism, museology, folk art, international cultural projects, where communication with representatives of other countries and cultural backgrounds is an integral component of everyday professional activities (Kramsch, 1993: 10; Shtelmakh, 2019: 55).

Analysis of recent research and publications. As stated earlier, a foreign language in the professional development of future specialists in the socio-cultural branch is not only a means of communication, but

also a useful mechanism for integration into the cultural environment. In the model of intercultural competence developed by M. Byram, the importance of attitudes towards cultural diversity, knowledge of social groups, along with the skills of interpretation and interaction are emphasized (Byram, 1997). In the research by C. Kramsch language is considered as a cultural artifact that conveys historical, social, and psychological contexts. This point of view determines the need to combine learning of the language with cultural education (Kramsch, 1993). At the same time, D. Little emphasizes the role of student's autonomy, as well as the importance of the so-called "language portfolio" as a tool for self-reflection and control of personal development of language proficiency level (Little, 2007). C. Alptekin draws attention to the changes in the foreign language teaching paradigm – from focusing on native speakers to the formation of efficient communication in a global context (Alptekin, 2002), while O. Dema and A.J. Moeller emphasize the importance of cultural content in teaching a foreign language, suggesting the integration of cultural components into each stage of the learning process (Dema, Moeller, 2012). In the work by J.C. Richards, attention is paid to the shifting to a communicative paradigm in the process of mastering a foreign language, which involves active use of language in real-world conditions (Richards, 2001). As for methodological issues, a variety of methods, including communicative, task-based, and naturalistic approaches are covered in the publication by D. Larsen-Freeman and M. Anderson (Larsen-Freeman, Anderson, 2011).

The issue under study has also been discussed in the works by Ukrainian researchers. In this regard, the publications by M.V. Grynova (Grynova, 2018), L.V. Shtelmakh (Shtelmakh, 2019), L.S. Rabiychuk, N.I. Zavidonova, L.M. Chervinska (Rabiychuk, Zavidonova, Chervinska, 2015), S.M. Romanchuk and O.V. Lozinska (Romanchuk, Lozinska, 2018) deserve particular attention, as they emphasize the role of professional orientation of the content of language training, as well as the need for a differentiated approach depending on the field of study.

Despite the wide range of discussed aspects dedicated to developing new approaches in learning a foreign language considering its correlation with certain cultural backgrounds, there are still some unresolved issues that require in-depth research. As the field of study “Socio-cultural event management” has its specific set of professional competencies necessary for a successful career, there is a need to enhance the methods of teaching foreign languages in the context of changing trends in the modern higher education system.

The purpose of the article is to analyze approaches to teaching foreign languages to future managers of socio-cultural events, as well as to develop recommendations for organizing an efficient educational process to improve their professional foreign language training.

The study has the following objectives:

- to analyze the scientific literature on the topic of teaching foreign languages in the context of socio-cultural professional training;
- to give a description of the specifics of the professional activity in the socio-cultural branch;
- to identify efficient methods and means of teaching foreign languages for students of the above-mentioned field of study;
- to identify the role of intercultural communication in the process of learning a foreign language;
- to develop recommendations on improving the process of teaching a foreign language to future specialists in socio-cultural event management.

Research methodology. In the article, the interdisciplinary approach has been applied. Using this research technique, pedagogical, culturological, and linguodidactic aspects of the issue under study have been taken into consideration. The methods of analysis and synthesis accompanied by comparative study have been applied to carry out a comprehensive analysis of scientific sources and different ways of interpretation regarding organization the process of learning a foreign language for its further professional application in the field of socio-cultural event management. The use of the descriptive method has contributed to giving a complex characteristic of gaining an appropriate level of foreign language proficiency by students of the above-mentioned field of study, which is required to their successful career development and fulfilling professional tasks.

Presentation of the main material. Working in the field of socio-cultural event management includes dealing with museums, theaters, cultural centers, travel agencies, as well as organizing festivals, conferences, and exhibitions. To efficiently perform such a variety of work tasks, specialists have to be

fluent in the foreign language at a level which allows taking part in negotiations, giving presentations, conducting business correspondence, as well as giving excursions. It has been noted that the content of foreign language training should include professional vocabulary, typical situations of intercultural interaction, accompanied by familiarization with the traditions and cultural heritage of the countries whose language is being studied (Grynova, 2018: 47).

According to L.S. Rabiychuk, N.I. Zavidonova, and L.M. Chervinska, learning a foreign language should be based on the following: mastering knowledge about the culture, history, realities and traditions of the country whose language is being studied; involving in the dialogue of cultures; students’ awareness of the patterns of linguistic phenomena, a new system to perceive the reality; understanding the own mindset; comparing the phonetic, lexical, grammatical and stylistic features of the foreign language being studied with the native language; the ability to learn (working with books, textbooks, reference literature, dictionaries, etc.). These goals at learning a foreign language are possible to achieve under the conditions of interrelated study of the language and culture of native speakers, as well as students’ active communicative and cognitive activities in the process of learning (Rabiychuk, Zavidonova, Chervinska, 2015: 7-8).

As it is known, the key goal of learning a foreign language is the formation of communicative competence, while other goals are realized in the process of its achieving. In the modern sense, communicative competence involves the formation of the ability to intercultural interaction. Nowadays, online resources provide a unique opportunity to study a foreign language using authentic texts, listening to and communicating with native speakers, that is, immersion in a real-life-close language environment. The Internet has become an increasingly necessary source of receiving and sharing information in any subject area. Modern means of communication in both professional and everyday life, access to information resources require not only relevant expertise in computer technologies, but also a high level of foreign language proficiency (Romanchuk, Lozinska, 2018: 551).

There are three possible strategies for the interaction of cultures: the dominance of one of them, the synthesis of culture without preserving its originality, the synthesis with the preservation of its originality. Only the third strategy provides for the possibility of enrichment and a true synthesis of cultures, while the boundaries of their originality are not violated. On the contrary, they are contributing to their further

development. In the process of professional training of future managers of socio-cultural events, the dialogue of cultures is implemented through the intercultural component of a foreign language, which creates the best conditions for students not only to recognize the differences between different cultures and treat them with respect, but also helps at developing the awareness of pride for their own country, people, and culture. The intercultural component of a foreign language contributes to the formation of an idea among students about the dialogue of cultures as the only possible philosophy of co-existence in modern multicultural communities characterized by ethnic, racial, social, and religious tolerance and empathy for representatives of other cultures. In practical terms, the skillfully used intercultural component of a foreign language contributes to the formation of students' tolerant attitude towards representatives of other cultural groups and their propensity to cooperation, mutual understanding, non-violent resolution of possible controversial issues (Tverezovskaya, Cherednichenko, 2010: 135-136).

Thus, a key component of training future specialists in the field of socio-cultural event management is the formation of intercultural communicative competence. It is believed that students should learn not only to understand another culture, but also to be able to conduct a dialogue, avoid stereotypes, demonstrate tolerance and openness (Sercu, 2006: 17). The principle of the dialogue of cultures and civilizations draws the teachers' attention to the need for analyzing cultural studies, authentic and partially authentic material in terms of the possibility to design a combination of classroom activities based on the principle of expanding the number of cultures and civilizations. When developing a methodological model of cultural enrichment of foreign language practice, this principle requires creating conditions for multicultural and bilingual development of students' "language personality" to help them realize themselves as cultural and historical carriers of a whole range of interconnected cultures. In this way, future professionals in the branch under study will be able to fulfill the role of cultural mediators in society in situations of intercultural communication. Furthermore, this practice is helpful at developing the global mindset and ethics of behavior, as well as socio-cultural perceptiveness, readiness for communication in different cultural environments, language and socio-cultural tolerance (Pokornaya, 2019: 187).

To efficiently develop foreign language proficiency of students in socio-cultural event management it is important that the curriculum includes not only mastering vocabulary along with the ability to read

and translate professional texts, but also developing the skills of business correspondence, organizing round tables and brainstorming, giving various types of presentations, etc. All these activities require specialists to have knowledge of the cultural environment of the partner countries. Proficiency of the speech etiquette of a country includes knowledge of the culture, which is an expression of respect for the communication partner. Speech etiquette is reflected in the norms of behavior, stable stereotypes of communication. Therefore, when teaching a foreign language, attention should be paid to stereotypical speech formulas (Romanchuk, Lozinska, 2018: 550). Obviously, the formation of foreign speech etiquette should take place in conditions that are close to the real communicative environment. All materials used in the process of teaching a foreign language for future professionals in socio-cultural event management must be authentic. Thus, the authenticity of materials should be one of the most important requirements for the selection of texts, videos, resources for reading and listening (Romanchuk, Lozinska, 2018: 550).

In the above-mentioned case, the use of authentic materials allows students to immerse themselves in a real language environment (Kramsch, 1993: 13). Online intercultural exchanges and projects provide the opportunity for real intercultural dialogue even in the conditions of remote contact with native speakers (O'Dowd, 2009: 83).

When mastering grammar and translation proficiency, it should be emphasized that exercises in written translation from the native language into a foreign language (like other types of non-communicative grammatical writing exercises) should be carried out within extracurricular training, that is, in the process of completing homeworks. Classwork should mostly include oral, communication oriented exercises, since oral communicative tasks are much more difficult to perform without direct communicative contact with other students and the teacher, while written non-communicative tasks are actually designed for self-study. This stage becomes a good stepping stone for the transition to speaking practice, when the worked-out grammatical automatisms begin to function in real-life-close acts of communication, developing and improving students' speaking skills (Tarnopolskyi, Kabanova, 2019: 226).

When learning vocabulary, the following ways are relevant for enhancing foreign language proficiency of students in socio-cultural event management:

- drawing up a semantic map, where the semantic core is represented by a keyword. The students' task is to generate lexical material by means of associations.

When doing this work, students work in groups or discuss their ideas with the teacher;

- exercises on the correlation of language units provide recognizing the connections between previously studied words, phrases, sentences. One of the types of this task is the correlation of words and their definitions. An alternative would be to find words in the text to correlate them with definitions;

- filling in the gaps in a contextual form. Doing this task, students fill in the gaps with words that are relevant in meaning, based on the context. The educational function of the exercise is enhanced if it is complemented by a discussion after its completion;

- guesswork by context, when students are given a text to clarify the semantics of the vocabulary being studied;

- paraphrasing, which forms the ability to convey the meaning of a language unit in other words. Exercises on paraphrasing can be based on single words, word combinations, sentences, texts;

- connecting words. Students receive sheets of paper with cut words that they must restore. Cut phrases can also be used for this type of exercise (Zabolotska, 2009: 91).

Among the most efficient techniques of teaching a foreign language to future specialists in the socio-cultural branch, the following can be singled out:

- project method – stimulates active interaction, development of teamwork skills and interdisciplinary thinking (Richards, 2001: 214);

- case method – contributes to simulating real-life professional situations, promotes the formation of critical thinking (Alptekin, 2002: 60);

- simulation games – are helpful at developing speaking skills in conditions that are as close as possible to future professional activities;

- using digital resources (in particular, the platforms Zoom, Google Meet, Duolingo, Moodle) – provides for interactive and flexible learning (Murray, Christison, 2011: 88).

In modern higher education system, an important role is played by self-study. The latter refers to any educational and cognitive activity that is performed according to the teacher's instructions, but without his direct intervention, organization and control (based on self-control/mutual control and self-organization/mutual organization of students) with mandatory reporting to the teacher on the results of completing the tasks received. There are many options to organize self-study when learning a foreign language (for example, students' work in small groups to prepare a presentation, which is then presented to the whole group; processing a text for its further discussion; independent search in a computer class for certain

information on foreign-language online resources to perform creative tasks, etc.). It should be noted that a certain form of control is still maintained. For example, when students independently conduct role-playing games in pairs or small groups during the lesson, the teacher's function is to alternately move from one pair/group to another, listening to fragments of their communication and, without interrupting this communication, provide help to the communicators if they need it. The teacher's organizational interventions are also possible in cases of certain problems at doing certain tasks (Tarnopolskyi, Kabanova, 2019: 156).

The motivation of students has also to be taken into consideration. It is particularly essential in the process of self-study, as it stimulates students to an active form of cognitive activity. Preparing the material independently, either individually or as part of a group, the student shows creative initiative in selecting materials for presentations or essays. One of the key motivational stimuli for learning a foreign language is the wish to expand one's worldview. An important role is played by the desire to get acquainted with the life of the country whose language is being studied, namely with its geography, history, and people's lifestyle. Another important factor is that the internationalization of all aspects of social interactions makes it possible to complete an internship or a training course abroad, participate in different international educational programs (Rabiychuk, Zavidonova, Chervinska, 2015: 8).

Based on the research results, the following recommendations to improve the process of teaching a foreign language to future managers of socio-cultural events can be suggested:

- developing professional textbooks and manuals taking into account the specifics of the branch under study;

- implementing interdisciplinary courses that integrate a foreign language with subjects related to culture;

- involving students in international projects, academic mobility programs, which contributes to the formation of real-life experience of intercultural communication;

- improving the skills of scientific-pedagogical staff through participation in trainings, online courses, international conferences;

- regular self-assessment and reflection of students on improving the level of their foreign language proficiency using the European language portfolio.

Conclusions. The ability to communicate in a foreign language allows individuals to interact with

people from other cultures and understand their perspectives. As a result, it promotes mutual respect, tolerance, and empathy, essential qualities for building strong relationships. Moreover, learning a foreign language also enhances intercultural communicative competence.

Teaching foreign languages to future specialists in socio-cultural event management is significant in promoting cross-cultural understanding, fostering relationships, and personal development. It is the teacher who has to provide students with the necessary tools to communicate and interact in the modern interconnected world. Teaching a foreign language includes not only developing language skills but also

shaping essential personal qualities such as empathy, tolerance, and cultural competence.

Developing foreign language proficiency of future professionals in socio-cultural event management is a complex, multi-level process that requires a combination of linguistic, communicative, and cultural training. A modern teaching model should take into account the interests of students, the specifics of the branch under study, cultural aspects, and the needs of today's labor market. It is important that the educational process is flexible, dynamic and innovative, with extensive use of interactive methods, digital technologies, and the interdisciplinary approach.

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