

FOREIGN LANGUAGE TRAINING OF FUTURE HOSPITALITY PROFESSIONALS AT HIGHER EDUCATION INSTITUTIONS

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INTRODUCTION

The current period in Ukraine's history is featured by the intensification of its European integration. Nowadays, our country is becoming a full-fledged participant in important international economic, social, cultural, and educational processes. This determines the need for improving the quality of teaching foreign languages (in particular, when training professionals at universities and other higher education institutions), creating a lot of opportunities and challenges in the field of international cooperation in a wide variety of industries.

A high level of foreign language proficiency has become a significant competitive advantage in the contemporary labour market, providing new chances to apply general and professional competences acquired during the period of study, intensify the processes of academic mobility and participation in foreign internships, conduct scientific research within various international grant projects, etc. A foreign language is regarded as an efficient, integral tool that contributes to personality's development, on the one hand, and improving the international image of Ukraine through the participation of our graduate and postgraduate students in various types of international activities, on the other hand.

In this regard, it should be mentioned that learning two or even three foreign languages is often preferred when developing bachelor's and master's degrees programs in the field of study "Services" at Ukrainian higher education institutions. Over the last decades, there has been a significant increase in the status of foreign languages in general thanks to the changes of socio-political orientation of our country resulted in new approaches and forms of international cooperation. It is declared in a number of official documents, projects, and guidelines, such as the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFRL) put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship". The CEFRL has it that better acquisition of European languages can contribute to communication and interaction between European countries having different native languages. It will facilitate to maintain European mobility, mutual understanding, cooperation, as well as to overcome

prejudice and discrimination¹. In Ukraine, English is widely used as a language of international communication, being taught as the first foreign language at education institutions of different levels.

The hospitality industry covers a wide range of various types of economic activity that are directly or indirectly related to travel, tourism, recreation, accommodation, food, and organisation of leisure for customers. This industry includes, in particular: hotels and resorts, restaurants and catering, nightclubs and bars, travel and transport, tourism, spa and wellness, cruise ships and bus tours, culture and sports, business administration². At the same time, the choice of appropriate means of communication creates favourable conditions for successful commercial activity. This industry belongs to the key sectors of the tourism infrastructure, being formed on the basis of high technologies and meeting the needs of different categories of consumers³. It is also characterised by the activity of enterprises in the global market⁴. The dynamic development of the hospitality industry determines the need to improve the quality of personnel training in accordance with world standards⁵.

The ability to communicate fluently in a foreign language along with applying the acquired foreign language competences to solve professional tasks are found among important program learning outcomes of educational programs for training future professionals in the field of study “Services”. The skills of pragmatically efficient communication aimed at achieving both specific and strategic goals is an important competitive advantage of graduates of higher education institutions in the specialties “Tourism and Recreation” and “Hotel and Restaurant Business” in Ukraine.

The scientific novelty of the study lies in determining the specifics of foreign language training of hospitality students, taking into account the modern challenges of professional activity in the industry.

¹ Ружин К.М., Каниболоцька О.А. Специфіка вивчення другої іноземної мови у вищій школі. *Наукові записки Національного університету “Острозька академія”. Серія : “Філологічна”*, 2014. Вип. 48. С. 312.

² What is hospitality? *EHL Hospitality Business School*. URL: <https://www.ehl.edu/en/what-is-hospitality>.

³ Бакеренко Н.П. Особливості діяльності підприємств готельної індустрії. *Науковий вісник НЛТУ України*. 2013. Вип. 23.15. С. 169.

⁴ Індустрія гостинності в Україні: стан і тенденції розвитку: монографія / колектив авторів; за заг. ред. проф. В.М. Зайцевої; Запорізький національний технічний університет. Запоріжжя: Просвіта, 2017. С. 146.

⁵ Віндюк А.В. Професійна підготовка майбутніх фахівців з гостинності на сучасному етапі. *Вісник Луганського національного університету ім. Тараса Шевченка. Серія: “Педагогічні науки”*. Ч. III. 2013. № 18(277). С. 19.

1. Improving the level of foreign language communicative competence of hospitality students

The analysis of scientific publications has shown a high level of interest in the chosen research area, and therefore, its relevance. We have found a number of works devoted to the development of foreign language communicative competence of students of various specialties at higher education institutions. Thus, U. Ketsyk-Zinchenko emphasises the professional orientation of learning foreign languages in non-language institutions of higher education, where the purpose of teaching these disciplines within bachelor's and masters' degree programs is to form the ability to apply the acquired knowledge in the process of professional activity, such as obtaining the necessary information, as well as communicating with foreign colleagues on professional issues⁶. According to O.M. Havrylenko and I.O. Holovko, the essence of foreign language communicative competence of students of non-language higher education institutions is closely connected with the peculiarities and content of professional disciplines⁷. At the same time, O.O. Pantelieieva and T.Ie. Malieieva note that a high level of foreign language competence of future specialists of non-language specialties does not always ensure the efficiency of verbal interaction, because it is only a prerequisite for the development of an ability to understand standard language constructions⁸.

Thus, the purpose of this part of the research is to clarify the influence of cultural heterogeneity (both nationally and socially determined) of the professional communication environment on the process of developing foreign language communicative competence of hospitality students. At this stage of the study, we have singled out the following research objectives: establishing the role of verbal intercultural interaction taking into consideration the development trends in today's hospitality industry; analysing approaches to the definition of (foreign language) communicative competence; studying the relevant application of different communication styles according to the specifics of the hospitality industry; justifying the feasibility of learning and using substandard vocabulary to increase efficiency in achieving communication goals.

⁶ Кецик-Зінченко У. Вплив англійських фахових текстів на вивчення термінологічної лексики студентами немовних факультетів. *Освітній простір України*. 2019. Вип. 16. С. 200.

⁷ Гавриленко О.М., Головка І.О. Зміст іншомовної комунікативної компетентності студентів немовних ЗВО. *Наукові записки. Серія: «Педагогічні науки»*. 2021. № 198. С. 86.

⁸ Пантелєєва О.О., Малєєва Т.Є. Формування іншомовної комунікативної компетенції студентів немовних спеціальностей. *Духовність особистості: методологія, теорія і практика*. 2019. Вип. 1. С. 136.

According to the definition given in the work of I. Kohut, "... the foreign language competence is part of a specialist's professional competence that consists in mastering a foreign language at a functional level. The latter will allow us to expand business contacts with foreign partners, and contribute to constant individual growth through professional communication with foreign colleagues"⁹. The Collins Online Dictionary defines the communicative competence as "... a speaker's internalised knowledge both of the grammatical rules of a language and of the rules for appropriate use in social contexts"¹⁰. It is clearly seen that the emphasis is done on the practical application of verbal units and structures acquired in the process of education.

The foreign language competence involves both the knowledge of grammar rules and vocabulary and the ability to communicate, including learning cultural traditions of people whose language is being studied, that is, combination of linguistic and cultural education. At the same time, the ability to function in a multicultural society, contacts with communication partners of different languages and cultures is ensured¹¹. According to L.F. Lozynska, N.P. Kurakh and I.A. Depchynska, the foreign language communicative competence of graduate students is a multifaceted phenomenon, which includes a set of socio-cultural, linguistic knowledge, skills and abilities to use a foreign language depending on social roles and professional environment's peculiarities¹².

In the hospitality industry, communication is necessary for efficient professional activity, contributing to increasing the level of cooperation and reducing misunderstanding. As a rule, a hospitality industry professional faces situations when clients and colleagues use different communication styles. Knowledge and perception of these styles help to correctly interpret messages, as well as independently generate efficient and clear statements¹³. For foreign language training of hospitality students, a high level of proficiency in the use of various types of communication is of particular importance. At the same time, changing communication styles contributes to

⁹ Когут І. Формування іншомовної компетентності у студентів в процесі навчання: теоретичні засади. *Молодий вчений*. 2022. 10 (110). С. 107.

¹⁰ Communicative competence. *Collins Online Dictionary*. URL: <https://www.collinsdictionary.com/dictionary/english/communicative-competence>.

¹¹ Гавриленко О.М., Головка І.О. Зміст іншомовної комунікативної компетентності студентів немовних ЗВО. *Наукові записки. Серія: "Педагогічні науки"*. 2021. № 198. С. 83.

¹² Лозинська Л.Ф., Курах Н.П., Депчинська І.А. Формування іншомовної комунікативної компетентності студентів у процесі вивчення іноземної мови. *Академічні студії. Серія: «Гуманітарні науки»*. 2022. Вип. 1. С. 248.

¹³ Indeed Editorial Team. Direct vs. Indirect Communication: Definition and Differences. URL: <https://www.indeed.com/career-advice/career-development/direct-communication>.

achieving professional goals. Consideration of this aspect is one of the priority features of mastering relevant educational components, since an interculturally knowledgeable employee has a certain level of linguistic, sociolinguistic, sociocultural, and intercultural knowledge and skills to ensure effective communication in the professional environment¹⁴.

In our study, we use the definition of communication style as "... an individual or collective stable form of communicative behaviour of a person (linguocultural community) manifested in the process of communication; it is determined by the use of certain verbal and non-verbal means depending on the pragmatic guidelines of speakers and the national specificity of communication discourse"¹⁵. The choice of the appropriate style is determined by the change in the communication environment. This often happens in the hospitality industry, which is characterised by an active interaction of representatives of different social groups demonstrating different cultural values. In the hospitality industry, direct and indirect styles are important types of communication that should be taken into account. The knowledge of the differences between direct and indirect communication can help you understand how to correctly interpret the message. In this way, you can increase the likelihood of avoiding misunderstandings and potential conflicts. Working in the hospitality industry, you often have to switch the above mentioned communication styles in the process of finding a relevant combination of verbal and non-verbal means.

Direct communication is a way of giving clear messages or instructions, involving the expression of feelings and thoughts in a way that eliminates ambiguity in their interpretation by the recipient. In professional activity, direct communication helps to clarify who has the authority to give instructions and reveals their clear content. Situations that require the use of direct communication style include those that do not allow for compromise or require a quick resolving the problem (conflict). Communicators who prefer direct style tend to use short messages consisting of a small number of words. They focus primarily on the clarity of their message, rather than on its potential interpretation. For example, it allows one to simply say "no" in a situation where the received offer is undesirable or causes discomfort. In turn, the indirect style of communication involves choosing verbal means to demonstrate politeness and avoid offending the communication partner. For communicators of this type, being polite is often more important than being

¹⁴ Rudenko N. Peculiarities of Formation of Intercultural Competence by Means of Foreign Languages. *The III International Scientific and Practical Conference "Society and science. Problems and prospects"*, January 25-28, 2022, London, England. p. 302.

¹⁵ Манакін В.М. Мова і міжкультурна комунікація. Київ: Академія, Серія «Альма-матер», 2012. С. 240.

succinct¹⁶. According to V.M. Manakin, the use of a direct style of communication involves the most complete formulation of thoughts and intentions directly by verbal means¹⁷. People, who apply this communication style, tend to use language means that emphasise confidence and unambiguousness. To compare, for the Ukrainian culture of communication, such language behaviour is also not exceptional, meanwhile it is not so pronounced. The characteristic features of indirect communication style include the use of hints, non-verbal means of communication, which results in the ambiguity of the message. Unlike direct communication style, the word “no” to express refuse is hardly ever used in indirect communication style¹⁸.

Thus, direct communication is easy to interpret, since the speaker clearly formulates his opinion in a few simple words. The meaning of such messages is clear, so there is no great risk of misinterpretation. On the other hand, indirect communication often requires the recipient to interpret the message using non-verbal signals, intonation, context, etc. In this case, it is often necessary to seek additional information from other sources for a relevant interpretation of the speaker’s communicative intentions. The communicator, who is likely to use direct communication style may find it difficult to understand the meaning of indirect messages¹⁹.

To optimise the process of foreign language training for hospitality students, it is important to take into consideration that representatives of cultures, which are featured by direct communication patterns, usually value frankness in business communication, while in cultures, where indirect communication prevails, the formulation of unambiguously negative statements is often considered impolite or even inappropriate²⁰.

At the same time, possible contacts with representatives of different socially and regionally determined cultural environments should be taken into account. Thus, there are prerequisites for applying the intercultural communicative competence, which is defined as “... communication between representatives of different cultures, individuals of different

¹⁶ Indeed Editorial Team. Direct vs. Indirect Communication: Definition and Differences. URL: <https://www.indeed.com/career-advice/career-development/direct-communication>.

¹⁷ Манакін В.М. Мова і міжкультурна комунікація. Київ: Академія, Серія «Альма-матер», 2012. С. 241.

¹⁸ Ibid. С. 242.

¹⁹ Indeed Editorial Team. Direct vs. Indirect Communication: Definition and Differences. URL: <https://www.indeed.com/career-advice/career-development/direct-communication>.

²⁰ Ibid.

national-linguocultural communities, individuals of different mental-linguistic complexes”²¹.

In the hospitality industry, the use of substandard vocabulary is mainly determined by its emotional connotation. The latter contributes to the strengthening of pragmatic impact on a target group or a specific communication partner. Therefore, the next stage of our research is to establish the role and functions of connotation and emotionality at developing intercultural communicative competence. Taking into account the specifics of the industry under study, we use the definition of connotation as a nationally and culturally marked additional meaning of lexical, phraseological, syntactic units, as well as texts (discourses), which gives them a special, unique colouring in communication, correlated with communication tasks²².

Professional activity in the hospitality industry involves participation in communication situations where the emotional component has a significant impact on final communication results (for example, negotiating, selling goods, persuading clients or business partners, etc.). A typical communication environment of hospitality professionals is closely related to the use of language as a means of exchanging information, on the one hand, and a source for creating personal, emotionally deep messages, on the other hand. Here, emotional colouring and emotionality itself, which is determined as “... a subcategory of informativeness manifested in the emotional load of discourse modules and text components”²³, usually play the leading roles.

While developing intercultural communicative competence, hospitality students often face problems of studying substandard vocabulary, since it has a more complex semantic structure. On the other hand, these language units are often preferred to draw attention of potential clients or business partners. However, one should take into account the correlation of cultural origin within and outside the target groups. In this case, the demonstration of subjective attitude occurs against the background of stylistically neutral vocabulary. This makes the content of the message understandable to the communication partner. Emotionally coloured words and phrases are distinguished by their pragmatic effectiveness through explication of evaluative components in their semantics²⁴. Therefore, the process of sharing information is accompanied by demonstration of communicator’s personal attitude, determining the appropriateness of using substandard language

²¹ Загнітко А. Словник сучасної лінгвістики: поняття і терміни. Донецьк : ДонНУ, 2012. Т. 2. С. 75.

²² Ibid. С. 84.

²³ Ibid. 1. С. 261.

²⁴ Сукаленко Н.І. Про конотаційний аспект мовної діяльності людини. *Мовознавство*. 1985. № 2. С. 29.

means for professionally determined reasons (for example, when developing brochures, flyers, leaflets, and other types of advertising products).

As the results of the analysis of scientific works show, every language has emotional innovations formed in those communication situations where there is a need to create something new or unusual by means of expressiveness²⁵. The hospitality industry is an auspicious environment for linguistic innovations, primarily due to their pragmatic value. Important extralingual factors are market economy and a high level of professional competitiveness. It is generally accepted that the main reason for expressive nomination is the desire for verbal self-identification. Therefore, the formation of emotionally coloured discourse is determined not only by communication needs, but also by the speakers' emotional state, as well as their communication intentions. In the narrow sense, this is determined by the cultural and (or) professional environment, in the broad sense, the distribution of communicative roles should be considered.

In the process of studying a foreign language by future hospitality industry professionals, a set of exercises is recommended to increase the level of intercultural communicative competence along with enriching the vocabulary and mastering grammar proficiency at a level which is sufficient to fulfil the requirements of a relevant educational program. First of all, these exercises should be aimed at developing speaking skills. Pairwork and group work, exchanging ideas when discussing a given topic, listening, preparing reports and presentations are efficient means of achieving positive results at developing skills for modelling communication behaviour in multicultural environments. We also believe that one of the most appropriate types of practice for the development of intercultural language competence is the use of texts. These tasks may include reading and translating, answering questions, making statements on the topic, drawing up a detailed plan, retelling etc. Web resources, interviews with native speakers, and practitioners can be good sources of educational material. The authenticity of the selected tasks creates prerequisites for the further use of acquired knowledge in professional activity.

2. Overcoming difficulties at simultaneous (sequential) learning of foreign languages by hospitality students

Learning German language plays a significant role in the modern higher education system, which is determined by a number of geographical and social factors. Therefore, there are a number of prospects of international economic cooperation facilitating a high level of German language

²⁵ Сукаленко Н.І. Про конотаційний аспект мовної діяльності людини. *Мовознавство*. 1985. № 2. С. 30.

competence. German is widely spoken in the European Union, ranking second in terms of prevalence in Europe. Besides, German is the second most widely used language of science, and Germany itself is the country that offers the largest number of educational and cultural programs compared to other European countries²⁶. This creates excellent prerequisites for students and teachers to increase the level of academic mobility, to improve skills and qualifications, as well as to get better career chances thanks to their German language proficiency.

The analysis of scientific papers shows that this issue has been studied in a number of scientific papers both in Ukraine and abroad. This concerns primarily the works of Ukrainian educationalists and methodologists, whose research is focused on establishing the peculiarities of learning second foreign language at higher education institutions, learning and teaching German as second foreign language, identifying key types of linguistic interference, disclosing the essence of linguistic interference processes in teaching German and English languages.

According to the researchers, there are few textbooks for learning German which would take into account its sequential acquiring after English. Therefore, teachers face the need to develop the necessary educational material such as tasks, tests, and other exercises on their own. Quite often, the preparation of these tasks suggests that students are required to use their knowledge of English as their first foreign language²⁷.

On the other hand, there is an opinion in the methodology that expresses warning about the simultaneous learning of two foreign languages, pointing to the negative aspect of their interaction²⁸. Actually, in the process of acquiring a new language, a student uses his (her) knowledge and skills of the language that was learned before. The results of this sort of knowledge transfer can be both positive and negative, since it doesn't often match the specificity of the new language being learned. This phenomenon is called linguistic interference²⁹.

²⁶ Бойчевська І. Особливості вивчення німецької мови як другої іноземної у загальноосвітніх навчальних закладах України. *Проблеми підготовки сучасного вчителя*. 2014. № 10(1). С. 26.

²⁷ Савченко Л.П. Особливості викладання німецької мови як другої іноземної у загальноосвітніх навчальних закладах. URL: https://www.narodnaosvita.kiev.ua/Narodna_osvita/vypysku/1/statti/4savchenko/4savchenko.htm.

²⁸ Чорна С.С. Особливості навчання другої іноземної мови студентів немовних спеціальностей. *Педагогіка формування творчої особистості у вищій і загальноосвітніх школах*. Запоріжжя, 2013. Вип. 33(86). С. 646.

²⁹ Ружин К.М., Каніболоцька О.А. Специфіка вивчення другої іноземної мови у вищій школі. *Наукові записки Національного університету «Острозька академія». Серія : «Філологічна»*. 2014. Вип. 48. С. 312.

As it can be seen, the main goal of learning German as second foreign language after English is to develop communication skills along with the willingness to participate in intercultural processes. In addition to this, German language proficiency contributes to developing a higher level of intercultural communicative competence, which allows students to discover the cultural values of German-speaking countries³⁰.

Thus, modern challenges in teaching foreign languages require find out key features and types of linguistic interference in the process of learning vocabulary and grammar structures of German as second foreign language after English. In our opinion, it can be approached through taking into consideration the degree of genetic relationship between the two studied Germanic languages. This will be useful at providing a more detailed description of linguistic interference, in particular, establishing effective ways to overcome its negative impact.

One of the main factors facilitating the process of learning German as second foreign language after English is that they both belong to the same branch of the Indo-European language family, namely the Germanic languages. Hence there is close genetic similarity, expressed at different language levels. First of all, this can be seen at the lexico-semantic level concerning various parts of speech, especially at the initial stage of learning the language³¹ (*der Hut* – a hat; *der Pfeffer* – pepper; *bringen* – to bring; *trinken* – to drink; *neu* – new; *lange* – long; *welcher* – which; *in* – in).

There is also a significant level of similarity in word-building processes, particularly at making compound nouns and affixation (*der Teelöffel* (*der Tee* + *der Löffel*) – a teaspoon (tea + a spoon); *das Klassenzimmer* (*die Klasse* + *das Zimmer*) – a classroom (a class + a room); *die Freundschaft* (*der Freund* + *-schaft*) – friendship (a friend + *-ship*)).

Another sign of the relationship between German and English is the use of internationalisms (mainly of Greek or Latin origin) in both languages, accompanied by a greater or lesser degree of their morphological assimilation (*der Dialog* – a dialogue; *die Energie* – energy; *studieren* – to study).

As for syntactic level, a high degree of genetic relationship is featured by a number of similar grammar structures of both Germanic languages³². Below, there are just a few spectacular examples:

³⁰ Бойчевська І. Особливості вивчення німецької мови як другої іноземної у загальноосвітніх навчальних закладах України. *Проблеми підготовки сучасного вчителя*. 2014. № 10(1). С. 29.

³¹ Ibid. С. 27.

³² Миськів В.А. Поняття граматичної інтерференції у процесі вивчення англійської мови як другої іноземної. URL: <http://naub.oa.edu.ua/2012/ponyattya-hramatychnoji-interferentsiji-u-protsesi-vyvchennya-anhlijskoji-movy-yak-druhoji-inozemnoji/>.

- similar rules of using definite and indefinite articles (*Das ist ein Wagen. Der Wagen ist schnell. – This is a car. The car goes fast.*);
- function of linking verbs (*Diese Bücher sind alt. – These books are old.*);
- verbs are divided into regular (*fragen (fragte, gefragt) – to ask (asked, asked)*) and irregular (*essen (ass, gegessen) – to eat (ate, eaten)*);
- using auxiliary verbs at creating past forms and the passive (*Ich habe das Frühstück gemacht. – I have made the breakfast.; Das Bild wurde von Peter gemalt. – The picture was painted by Peter.*);
- negative sentences have only one negation word (*Du hast nichts bemerkt. – You have not noticed anything.*);
- similarity in making comparative and superlative forms of adjectives and adverbs (*klein (kleiner, am kleinsten) – small (smaller, the smallest)*) including some common exceptions (*gut (besser, am besten) – good (better, the best)*).

On the other hand, both at the lexico-semantic and syntactic levels, there are a lot of differences between German and English. This leads to confusing and mistaking, making the process of acquiring a proper foreign language competence more difficult. In our opinion, there are two general problems students face at the initial stage of learning German vocabulary after English:

- a significant part of the vocabulary is completely different in both analyzed languages (*der Hund – a dog; die Wurst – sausage; kaufen – to buy; schön – beautiful; schlecht – badly; weil – because*);
- there are so-called “false friends of the translator”. In different languages, these words and phrases have a similar or the same morphological structure and are sometimes pronounced in a similar way, but differ in terms of their semantics. At the initial stage of learning German as second foreign language after English, a typical example is the verb *bekommen*, which means *to receive* in English, being often confused with the English verb *to become*. Other good examples include: *die Mode* (*fashion* in English) – *a mode* (*der Modus* in German); *die Art* (*a way, sort, kind* in English) – *art* (*die Kunst* in German); *spenden* (*to donate* in English) – *to spend* (*ausgeben, verbringen* in German); *locken* (*to lure* in English) – *to lock* (*zuschließen* in German).

Regarding syntactic and morphological differences, we should also mention the conjugation of verbs and declension of nouns, pronouns, and adjectives. In German, word forms are made by changing the article or adding grammatical endings. This is not a characteristic feature of English (*ich lerne, du lernst – I learn_, you learn_;* *Das ist dein Vater. Du hilfst deinem Vater. – It's your father. You help your father.*). There are also a number of confusing rules in terms of word order (*Wir gehen am Abend (when?) ins Kino (where?). – We go to the cinema (where?) in the evening (when?).*).

Confusing the above-mentioned rules resulting in making systematic mistakes, is good proof of the negative impact of linguistic interference, namely the use of elements belonging to one language in a situation where a written or oral act of communication takes place in another language. Linguistic interference is mutual influence of language systems that occurs in the process of learning a foreign language or simultaneous (sequential) learning several foreign languages³³. In the first of the cases mentioned, mutual impact takes place between native and foreign languages, while in the second one – between foreign languages being learned. The latter can be explained by the wish to reduce the impact of the native language, which results in the use of skills acquired in the process of learning the first foreign language³⁴. The next reason for significant influence of the level of knowledge of English on the acquisition of German by Ukrainian-speaking hospitality students is the fact that Ukrainian belongs to a different language group, namely the Slavic languages. As a result, there is a much lower degree of its genetic relationship to both foreign languages described in the article.

Therefore, the following types of linguistic interference can be singled out³⁵:

– using words, word forms, phrases of the first foreign language in the second foreign language. This is often expressed by confusing lexical units that have similar morphological structure or pronunciation (*my Bruder* instead of *mein Bruder*);

– following syntactic and word-building models of the first foreign language at choosing relevant word forms and sentences in the second foreign language. A good example of confusing English and German in the process of their simultaneous (sequential) acquiring is making past tenses. For example, in the sentence *Die Frau spieled Tennis* there is a mistake in using the past form of the verb *spielen*, which is formed by means of adding the suffix *-te* (not *-ed*) in German;

– transferring the syntactic structure of the first foreign language system to the one of the second language. This concerns mainly the position of auxiliary verbs in a sentence. That is why, there are two mistakes

³³ Тусик Н. Особливості прояву явища міжмовної інтерференції в процесі вивчення іноземних мов у загальноосвітніх навчальних закладах. *Нова педагогічна думка*. 2014. № 3. С. 87.

³⁴ Кульчицька Н.О. Особливості явища інтерференції в процесі навчання англійської мови як другої іноземної у філологічному ВНЗ. *Збірник наукових праць Бердянського державного педагогічного університету. Серія : «Педагогічні науки»*. Бердянськ, 2010. № 3. С. 242.

³⁵ Тусик Н. Особливості прояву явища міжмовної інтерференції в процесі вивчення іноземних мов у загальноосвітніх навчальних закладах. *Нова педагогічна думка*. 2014. № 3. С. 87.

in the syntactic construction *Am Wochenende wir sind gegangen ins Kino* (confusing the positions of both the auxiliary verb and the past participle).

The frequency of linguistic interference is determined by the following factors:

- native language proficiency level (which is inversely proportional to the interference impact);
- first foreign language proficiency level (the higher it is, the weaker the impact of linguistic interference is);
- time interval between the periods of learning two foreign languages (a longer interval reduces the influence of knowledge of the first foreign language on the process of learning the second foreign language and vice versa).

As for syntactic level, linguistic interference is most common at the initial stage of acquiring the second foreign language. This is determined, in particular, by the fact that less time is usually given for its acquisition compared to the duration of learning the first foreign language. This leads to higher lesson intensity, when students have to master a larger amount of information. More concise explanations, fewer exercises to consolidate the material being studied should also be taken into consideration³⁶.

A number of educationalists and researchers are of the opinion that an effective means of overcoming interference at the syntactic level is the use of a large number of exercises and revision of previously learned material. In this way, better consolidation is achieved. This contributes to transforming knowledge of the rules into a well-trained skill³⁷.

On the basis of the foregoing, lexical and grammatical ways to overcome negative linguistic interference can be singled out. These ways are recommended to be taken into consideration when developing different types of teaching materials for hospitality students at higher education institutions.

The lexical way includes:

- using international words, which in Germanic languages are mainly of Greek or Latin origin, emphasising differences in their pronunciation and spelling in German and English, respectively;
- creating tables and lists of similar vocabulary in both foreign languages to enrich language proficiency and avoid mistakes caused by confusing;

³⁶ Миськів В.А. Поняття граматичної інтерференції у процесі вивчення англійської мови як другої іноземної. URL: <http://naub.oa.edu.ua/2012/pouyattuahramatychnoji-interferentsiji-u-protsesi-vyvchennya-anhlijskoji-movy-yak-druhoji-inozemnoji/>.

³⁷ Кульчицька Н.О. Особливості явища інтерференції в процесі навчання англійської мови як другої іноземної у філологічному ВНЗ. *Збірник наукових праць Бердянського державного педагогічного університету. Серія: «Педагогічні науки»*. Бердянськ, 2010. № 3. С. 243.

– paying attention to the “false friends of the translator”, explaining differences in their meanings.

The grammatical way to overcome negative linguistic interference includes:

– a thorough analysis of grammatical systems of two foreign languages in order to identify similarities and differences in formation and use of corresponding grammatical categories;

– developing an appropriate complex of exercises based on the comparative analysis of grammar structures of both foreign languages to prevent confusing;

– encouraging students to independent study and identifying differences in word-building and grammar structures in German and English, providing verification and consolidation through involving them into group discussions³⁸.

It should be mentioned that a lot of researchers point to the positive effect of the interaction of two foreign languages in the process of their simultaneous or sequential learning. Actually, the first foreign language proficiency contributes to the development of receptive and productive skills during the acquisition of the second foreign language³⁹. An important role here is played by the degree of genetic relationship between both foreign languages, which is directly proportional to the optimization of the process of acquiring new vocabulary and syntactic structures through drawing linguistic parallels. At the same time, the teacher’s ability to emphasise key distinctive features of both foreign languages and consolidate this information through relevant exercises helps to prevent and overcome the negative impact of linguistic interference.

However, it should be taken into account that students have possibly become familiar with some types of exercises based on their first foreign language proficiency. Thus, they are able to develop their own strategy for mastering vocabulary and grammar, using this strategy in the process of learning the second foreign language⁴⁰. The analysis of memory mechanisms shows that the efficiency of memorising new educational material increases if it is associated with something that is already known. Therefore, out-of-context learning of words and phrases is not recommended. Instead, it is considered to be more efficient to use knowledge and skills acquired during

³⁸ Тусик Н. Особливості прояву явища міжмовної інтерференції в процесі вивчення іноземних мов у загальноосвітніх навчальних закладах. *Нова педагогічна думка*. 2014. № 3. С. 88.

³⁹ Савченко Л.П. Особливості викладання німецької мови як другої іноземної у загальноосвітніх навчальних закладах. URL: https://www.narodnaosvita.kiev.ua/Narodna_osvita/vupysku/1/statti/4savchenko/4savchenko.htm.

⁴⁰ Бойчевська І. Особливості вивчення німецької мови як другої іноземної у загальноосвітніх навчальних закладах України. *Проблеми підготовки сучасного вчителя*. 2014. № 10(1). С. 28.

learning the first foreign language, while the level of native language proficiency should be taken into consideration as well⁴¹.

CONCLUSIONS

Working with clients and colleagues in a multilingual (and therefore, multicultural) environment, hospitality industry professionals should pay special attention to the appropriateness of using elements of both direct and indirect types of communication, taking into account the cultural (including religious), ethnic and social affiliation of communication partners. The analysis of scientific works makes it possible to conclude about the communication significance of emotional semantics, the use of emotionally coloured language units in the process of pragmatic influence on the communication partner, as well as emotional self-identification. Given the pragmatic value of substandard vocabulary's expressiveness, the influence of connotation on learning and using these lexical and phraseological units for professional purposes should be taken into account. Therefore, to develop the appropriate level of intercultural communicative competence of hospitality students, it is necessary to adapt the educational process to simulate the relevant communication environment, using a set of exercises. This creates prerequisites for increasing the effectiveness of applying acquired competences in professional activity in the industry under study.

It can be argued that a higher degree of optimising the process of learning German as second foreign language after English can be achieved under the condition of taking into consideration both positive and negative influence of linguistic interference. The latter plays both a positive and negative role in mastering new vocabulary and syntactic constructions of German language by referring to previously known English patterns. Last but not least, the close genetic relationship of both foreign languages is considered to be a determining factor. In our opinion, a combination of searching for analogy and opposition can contribute to overcoming the negative impact of interference in lexical and grammatical ways. Therefore, in order to achieve the expected level of foreign language proficiency, it is important to pay attention to common and distinctive features of both German and English at the morphological, lexico-semantic and syntactic levels. The ability of hospitality students to apply empirically developed strategies of learning their first foreign language for mastering the second one is also a significant condition to be taken into consideration. Therefore, the level of English language proficiency is one of the determining factors for optimising the learning process in this case.

⁴¹ Мукатасва Н.М., Осипенко Е.О. Організація навчально-виховного процесу з іноземних мов у 2013/2014 навчальному році (інструктивно-методичний лист). Миколаїв, 2013. С. 5.

We see the prospects of the given research in the possibility of using its results at developing new learning activities to study foreign languages by hospitality students at higher education institutions.

SUMMARY

Efficient communication in the hospitality industry is essential for successful professional activity. It contributes to the achievement of specific and strategic goals, increases the level of cooperation, and reduces misunderstandings. Direct and indirect communication styles as forms of human communicative behaviour are used when interacting with clients and business partners to fulfil relevant pragmatic tasks. Professional activity in the hospitality industry involves frequent switching of direct and indirect communication styles in the process of finding an appropriate combination of verbal and non-verbal means. The acquisition of competences of knowledge and relevant use of substandard verbal means is a significant part of foreign language training of students in the field of study "Services". Substandard vocabulary is featured by its communicative value in terms of efficient influence on a communicative partner or a target group due to the emotionally coloured components of the semantics. This determines the expediency of using substandard verbal means for professionally determined purposes. A complex of exercises is recommended to increase the level of intercultural communicative competence along with enriching vocabulary and mastering grammar competences. The authenticity of the selected tasks creates prerequisites for further use of acquired competences in professional activity.

When learning two foreign languages, the knowledge of the first foreign language affects the process of mastering the second one. This impact is defined as linguistic interference, which can be both positive and negative. Specificity of simultaneous (sequential) learning of German and English is determined by their close genetic relationship. This can be clearly seen at morphological, lexico-semantic, syntactic language levels. On the other hand, there are a lot of differences between the languages in terms of vocabulary and grammar rules. As for syntactic level, linguistic interference is most common at the initial stage of learning the second foreign language. This is determined, in particular, by the fact that less time is usually given for its acquisition compared to the duration of learning the first foreign language. The above-mentioned factors cause difficulties at achieving a certain level of foreign language proficiency. To overcome the negative impact of linguistic interference, a teacher should pay attention to emphasising common and distinctive features of the languages being learned.

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