

UDC 378.147: 811.11:379.8

DOI <https://doi.org/10.12958/3083-6514-2026-1-119-125>

Pozdniakov Oleksandr Viktorovich,

Candidate of Philological Sciences, Associate Professor,
Associate Professor of the Department of Foreign Languages
and Country Studies, Faculty of Tourism,
Vasyl Stefanyk Carpathian National University,
Ivano-Frankivsk, Ukraine.
dietrich_910@ukr.net
<https://orcid.org/0000-0001-7525-7108>

DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE AS A COMPONENT OF PROFESSIONAL TRAINING OF FUTURE HOTEL MANAGERS

In the context of globalisation and the rapid expansion of the international hospitality industry, the ability of future hotel managers to communicate effectively in a foreign language has become a decisive factor in ensuring high-quality guest service, successful intercultural interaction, and overall organisational competitiveness. As hotel enterprises increasingly serve culturally diverse clientele, foreign language communicative competence is no longer regarded as an auxiliary skill but as an essential component of professional training. Despite the growing recognition of its importance, educational programmes in many institutions still struggle to integrate foreign language training in a way that reflects the real communicative demands of the service sector.

Current research provides valuable insights into the development of communicative competence, intercultural communication, and professional foreign language training. However, several scientific issues remain insufficiently resolved. In particular, there is a lack of comprehensive theoretical models that would explain the formation of foreign language communicative competence specifically in the context of hotel management. The distinctive professional functions of hotel manager – such as handling guest relations, resolving conflicts, coordinating service processes, and performing cross-cultural mediation – require a more nuanced understanding of communicative needs, yet these aspects are often overlooked in existing studies. Moreover, the methodological foundations for integrating professional, intercultural, and linguistic components into a coherent educational system need comprehensive study.

Therefore, the problem lies in the insufficient theoretical and methodological substantiation of the process through which foreign language communicative competence is formed in future hotel managers under modern educational conditions. The study of this issue requires identifying structural components of such competence, determining pedagogical conditions for its development, and analysing specific communicative situations characteristic of the international hotel environment. The persistence of these unresolved research tasks underscores the need for further theoretical investigation aimed at improving the quality and relevance of professional foreign language training in hospitality.

In view of the above, the scientific novelty of the proposed study lies in the fact that it allows to outline the basic methodological principles of foreign language teaching, clarify key definitions, as well as systematize existing approaches to the process of developing the foreign language communicative competence. We believe, it will contribute to further improving the content, methods, and technologies of training future highly qualified specialists in the service sector.

The analysis of recent publications shows that modern scientific research on the issue of teaching a foreign language (mainly, English) to hospitality students is focused on several interrelated topics, in particular: professionally-oriented learning, the use of authentic materials and tasks, the formation of socio-cultural and intercultural communicative competence, the implementation of active learning methods, the integration of digital tools into the process of foreign language training, as well as taking into consideration the real requirements of the industry. The works of foreign scientists and methodologists are dedicated to satisfying the need to develop intercultural communicative competence (Byram, 1997; Kramsch, 2014) combined with studying the issues of effective teaching techniques aimed to meet the requirements of the modern labor market (Richards & Rodgers, 2014), along with revealing the advantages of the approach “English for Specific Purposes” at providing future specialists with a required level of foreign language proficiency (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 2012). As for Ukrainian scientific and methodological works, they deal with the study of theoretical and empirical approaches to learning a foreign language (Чубінська, Чубінська & Кобрин, 2023), the need to develop speech skills in the context of solving communicative tasks (Карасьова, 2023), the need to use innovative active and interactive teaching methods based on the student-centered approach (Гаріна & Лось, 2022). The priority of forming professional and socio-cultural communicative competence as a key component of university training, the importance of using authentic texts and situations, integrating intercultural components, increasing the teacher’s role as a facilitator of the learning process are also considered important aspects of the issue under study.

However, despite a considerable number of scientific publications, the issue of integrating theoretical models of foreign language communicative competence with the needs of the modern hotel business is not sufficiently covered. This determines the relevance of the proposed research.

The purpose of the study is to determine the features of the formation of foreign language communicative competence of future hotel managers and ways to improve the effectiveness of its development in the process of professional training.

Hence, the research objectives include:

- analyzing the theoretical basis of the concept of foreign language communicative competence;
- identifying the structure and content of foreign language communicative competence needed for modern specialists in hotel business;
- studying methodological approaches to formation of professionally-oriented communication skills of future hotel managers;
- revealing the specifics of professional foreign language communication in the hospitality industry;
- providing a description of factors that ensure effective, professionally-oriented study of foreign languages by students of the above-mentioned field of study.

To achieve the research objectives, the following methods have been applied:

- descriptive method – to study the theoretical basis of the concept of communicative competence and its structural components;
- comparative method – to single out common and distinctive principles of different methodological approaches to the formation of foreign language communicative competence of hospitality professionals;
- methods of classification and generalization – to reveal the specifics of professional foreign language communication in hotel business;
- methods of analysis and synthesis – to determine the factors to improve the effectiveness of communicatively-oriented foreign language training of hospitality students.

In modern linguodidactics, foreign language communicative competence is interpreted as an individual’s ability to carry out effective, appropriate, and socially acceptable communication in a foreign language in oral and written forms, encompassing grammatical, sociolinguistic, discursive and strategic competencies (Council of Europe, 2020, p. 10). At the same time, the success of

communicative interaction depends not only on knowledge of the language system, but also on the ability to use it in accordance with the social context (Richards & Rodgers, 2014, p. 42). In the service sector, this is especially important, because neglecting sociolinguistic norms can create a communicative barrier with a guest. In this respect, it is important to use concepts that explain mechanisms of forming the speaker's intention, choosing between different types of language behavior and cultural interpretation (Kramsch, 2014, p. 39). Thus, a highly qualified specialist must be able not only to speak correctly in terms of using vocabulary and grammar, but also to adhere to the norms of business politeness, quickly adapt to contacts with representatives of different cultural backgrounds, apply conflict avoidance strategies, and interpret non-verbal signals.

Therefore, for future hotel managers, foreign language communicative competence should be considered in terms of its pragmatic applicability, that is combining language proficiency, professional communication skills, and the ability to apply them in situations of intercultural interaction. That is why, methods of learning a foreign language for professional purposes that take into account the specifics of the industry and typical communicative situations (such as checking-in(out), booking, room service, responding to customer complaints, etc.) are relevant (Hutchinson & Waters, 1987, p. 19). This communication has a high degree of standardization, which forms a specific type of discourse featured by a particular set of vocabulary and conversation scenarios. Therefore, the level of foreign language communicative competence is determined by the ability to properly apply professionally-oriented language patterns.

As a result of the analysis of scientific publications, the following components of foreign language communicative competence can be identified, which are of particular importance for professional training of students in hotel business:

- linguistic component – knowledge of grammar and vocabulary (including professional terminology), which allows to correctly interpret professional tasks. This also includes the proper use of non-verbal elements of communication (such as tone of voice) that contribute to creating a relevant communicative atmosphere in the process of intercultural interaction (Dudley-Evans & St. John, 2012, p. 73);

- sociolinguistic component – the ability to vary language patterns in accordance with social background of the communicative partner, the service encounter situation, and cultural norms. Communication in hotel business is featured by the use of forms of politeness, mitigating constructions, neutral types of apology, etc. (Jenkins, 2013, p. 51). This is determined by status roles, cultural norms of politeness, expectations of guests;

- pragmatic component – consists in the ability to perform acts of communication (suggestion, apology, explanation, clarification, persuasion), which are typical for the service sector. Pragmatic skills form the ability to use language in accordance with the context, such as formulating instructions for guests, explaining rules, responding to non-standard situations; preventing conflicts;

- strategic component – this component is important if the guest has a low level of foreign language proficiency or comes from a different linguistic and cultural environment (Brown, 2014, p. 62). In this case, relevant compensatory communication strategies include paraphrasing, clarifying, avoiding misunderstandings, maintaining a conversation, etc.;

- cultural component – this component is essential for preventing conflicts and creating a positive impression of the service provided. It includes awareness of the diversity of behavior norms, cross-cultural differences in service expectations, taboos and sensitive topics, gestural behavior, and distancing norms in different cultures (Kramsch, 2014, p. 41).

To reveal the specifics of professional foreign language communication in the hospitality industry, we should pay attention to its following characteristics:

- customer orientation – communication manner has to be polite, neutral, aimed at creating a positive impression of the service provided;

- standardization – a high degree of using formal language patterns (such as greetings, explanations, informing, giving instructions);
- the need for rapid adaptation to unforeseen changing of communicative situations (complaints, change of reservation, force majeure situations, etc.);
- awareness of intercultural diversity to provide successful communicative interaction (communication with guests from different countries requires knowledge of cultural differences in the perception of service) (Bailey, 2018; Kramsch, 2014).

Methodological approaches to the formation of foreign language communicative competence of hospitality students are a combination of traditional and innovative ways of optimizing the process of professional training. In our opinion, the following approaches are worth applying in this field of study:

- communicative approach – the main principle of this approach is to teach a language through communication, modeling authentic situations, developing skills to discuss, ask questions, and justify one's own opinion. Learning through communication includes role-playing games, project activities, conversational practices (Littlewood, 2002, p. 56);
- cultural approach – this approach contributes to the formation of tolerant communication competence, taking into account cultural backgrounds of guests. Basic principles of the cultural approach include comparing cultural models of communicative behavior, analyzing intercultural verbal contacts, developing ability to adapt to changing cultural contexts (Deardorff, 2009, p. 134);
- activity-based approach, which involves the formation of a certain level of language proficiency through performing professional tasks: filling out documents, dealing with inquiries, giving instructions, handling complaints, etc. It involves working with practical cases, modeling professional situations, integrating language skills with professional knowledge (Dudley-Evans & St. John, 2012, p. 75);
- professionally-oriented approach – is focused on the needs of a specific job. This approach requires the use of authentic materials in the learning process. The analysis of business documents, description of services provided, and simulation of performing professional tasks are recommended here (Jenkins, 2013, p. 22).

Based on the analysis of works by leading researchers and methodologists, the following key factors to improve the effectiveness of communicatively-oriented training of hospitality students have been singled out:

- professional orientation of the learning content – teaching vocabulary and grammar in accordance with the real needs of the industry;
- comprehensiveness of language training – combining development of theoretical knowledge with practically applied communication skills;
- working with authentic materials – instructions, price lists, business letters, websites, etc.;
- activity and interactivity – role-playing games, case studies, modeling of service encounter situations;
- integration of intercultural components – studying cultural backgrounds, values and expectations of potential guests;
- use of information and digital technologies – online platforms, video simulators of real communicative situations (Kramsch, 2014; Bailey, 2018; Firth, 2019).

Thus, the results of the study give us the reasons to state that the formation of foreign language communicative competence of future hotel managers is a comprehensive process based on the integration of linguistic, sociolinguistic, pragmatic, strategic and cultural components. It has been established that the effectiveness of this process is determined by a combination of communicative, cultural, activity-based, and professionally-oriented approaches to ensure that training meets the real needs of the modern service sector. The structure of foreign language communicative competence of a specialist in hospitality includes both language components and professionally-oriented skills

which are specific to the industry under study. It has been proven that professional foreign language communication in hotel business has a lot of standardized patterns and intercultural features. This requires special training based on the use of authentic materials, interactive teaching methods, along with modeling of communicative situations close to the conditions of real-life professional activity.

As a result of the analysis of scientific and methodological papers, the following practice-oriented recommendations can be suggested to improve the process of teaching a foreign language by future hotel managers: development of a certain course should begin with a comprehensive study of the needs of the industry; incorporating authentic materials is a priority for task-based development of speaking and listening skills; theoretical blocks of course material should be combined with simulating professional communicative situations, case studies, etc.; evaluation of students' knowledge should include both graded tests and elements of informal assessment.

To sum up, the formation of communicative competence of hospitality students represents a holistic system of professionally-oriented foreign language training, which ensures readiness for effective communication in the globalized, multicultural hotel business market. We consider that further research should focus on the empirical study of relevance and effectiveness of particular methodological approaches to the process of training highly qualified professionals in the service sector.

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Pozdniakov O. V. Development of foreign language communicative competence as a component of professional training of future hotel managers

The article is dedicated to the issue of improving the development of foreign language communicative competence of future hotel managers in the process of their professional training. The formation of foreign language communicative competence in the industry under study is a comprehensive process based on the integration of linguistic, sociolinguistic, pragmatic, strategic and cultural components. For future hotel managers, foreign language communicative competence should be considered in terms of its pragmatic applicability, that is combining language proficiency, professional communication skills, and the ability to apply them in situations of intercultural interaction. To reveal the specifics of professional foreign language communication in the hospitality industry, we should

pay attention to its following characteristics: customer orientation (communication manner has to be polite, neutral, aimed at creating a positive impression of the service provided); a high degree of standardization, which forms a specific type of discourse featured by a particular set of vocabulary and conversation scenarios; the need for rapid adaptation to unforeseen changing of communicative situations; awareness of intercultural diversity to provide successful communicative interaction. This requires special training based on the use of authentic materials, interactive teaching methods, along with modeling of communicative situations close to the conditions of real-life professional activity. Methodological approaches to the formation of foreign language communicative competence of hospitality students are a combination of traditional and innovative ways of optimizing the professional training. It has been established that the effectiveness of this process is determined by a combination of communicative, cultural, activity-based, and professionally-oriented approaches to ensure that training meets the real needs of the modern service sector.

Key words: hospitality industry, foreign language for specific purposes, methodological approaches to the formation of foreign language communicative competence, communicative situation, sociocultural context.

Поздняков О. В. Розвиток іншомовної комунікативної компетентності як компонент професійної підготовки майбутніх менеджерів готелів

Статтю присвячено питанню оптимізації розвитку іншомовної комунікативної компетентності майбутніх менеджерів готелів у процесі їх професійної підготовки. Формування іншомовної комунікативної компетентності в досліджуваній галузі є комплексним процесом, що базується на інтеграції лінгвістичного, соціолінгвістичного, прагматичного, стратегічного та культурного складників. Для майбутніх менеджерів готелів іншомовну комунікативну компетентність слід розглядати з погляду її прагматичного застосування, тобто поєднання знання мови, професійних комунікативних навичок та вміння застосовувати їх у ситуаціях міжкультурної взаємодії. Для розкриття специфіки професійного спілкування іноземною мовою в індустрії гостинності слід звернути увагу на такі його характеристики: клієнтоорієнтованість (манера спілкування повинна бути ввічливою, нейтральною, спрямованою на створення позитивного враження від наданої послуги); високий ступінь стандартизації, що формує специфічний тип дискурсу, який характеризується відповідною лексикою та сценаріями побудови розмови; необхідність швидкої адаптації до непередбачених змін комунікативних ситуацій; усвідомлення міжкультурного різноманіття для забезпечення успішної комунікативної взаємодії. Це вимагає спеціальної підготовки, яка базується на використанні автентичних матеріалів, інтерактивних методів навчання, а також моделюванні комунікативних ситуацій, наближених до умов реальної професійної діяльності. Методологічні підходи до формування іншомовної комунікативної компетентності студентів готельного профілю становлять поєднання традиційних та інноваційних шляхів оптимізації професійної підготовки. Установлено, що ефективність цього процесу визначається поєднанням комунікативного, культурологічного, діяльнісного та професійно орієнтованого підходів, які забезпечують відповідність навчання реальним потребам сучасної сфери послуг.

Ключові слова: індустрія гостинності, іноземна мова для спеціальних потреб, методологічні підходи до формування іншомовної комунікативної компетентності, комунікативна ситуація, соціокультурний контекст.

