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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ЯК ЧИННИК ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ ФАХІВЦІВ СФЕРИ ОБСЛУГОВУВАННЯ ДО ДІАЛОГОВОЇ КОМУНІКАЦІЇ: ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ

Танана С. М.

Предметом дослідження є організаційно-педагогічні умови формування готовності майбутніх фахівців сфери обслуговування у професійній діяльності.

Мета статті полягає у визначенні організаційно-педагогічних умов, що сприяють формуванню готовності майбутніх фахівців сфери обслуговування до діалогової комунікації у професійній діяльності.

Методи дослідження. У статті застосовано сукупність наукових методів і підходів: системний, структурний, порівняльний, факторний, що дозволило реалізувати концептуальну єдність дослідження.

Результати роботи. Спілкування є важливим соціально-психологічним аспектом будь-якої діяльності, оскільки саме у цьому процесі виявляється справжня сутність людини. Виявлено, що готовність до діалогової комунікації виступає інтегративною якістю особистості професіонала (фахівця сфери обслуговування), яка полягає в активному формуванні необхідних теоретичних знань, практичних умінь і навичок, забезпечує результативність формування даної комунікації. У структурі готовності майбутнього фахівця сфери обслуговування виділено мотиваційний (позитивне ставлення й інтерес до професійного спілкування), когнітивний (теоретичні знання про сутність і особливості ділової комунікації), комунікативний (володіння фахівцем комунікативною компетенцією, яка передбачає комунікативні, лінгвістичні, професійні уміння) компоненти, що слугували підґрунтям для визначення критеріїв, показників, рівнів сформованості готовності в майбутніх фахівців сфери обслуговування.

Галузь застосування результатів. Отримані результати створюють теоретичне підґрунтя для активізації практичного навчання ділової комунікації майбутніх фахівців сфери обслуговування.

Висновки. Висвітлені організаційно-педагогічні умови є достатніми і здатні забезпечити успішне формування готовності майбутніх фахівців сфери обслуговування до діалогової комунікації у професійній діяльності. Задля підвищення рівня мовної та професійної культури, майбутнім фахівцям сфери обслуговування варто постійно працювати над собою, свідомо і відповідально ставитися до своєї професійно-мовленнєвої діяльності, яка має соціальне значення. Поєднання різних видів діяльності майбутнього фахівця сфери обслуговування полягає в інтеграції таких видів діяльності, як навчально-мовленнєва, комунікативна і туристична, які взаємодоповнюють, взаємопідсилюють, взаємопронизують одна одну і таким чином створюють умови для формування готовності до діалогової комунікації.

Ключові слова: педагогічні умови, мотивація, інтеграція, майбутні фахівці сфери обслуговування, моделювання, мовна особистість, діалогова комунікація.

ORGANIZATIONAL–PEDAGOGICAL CONDITIONS AS FACTOR OF READINESS OF FUTURE SPECIALISTS OF SERVICE SECTOR TO DIALOGUE COMMUNICATION: PROBLEMS AND PERSPECTIVES

Tanana Svitlana

The subject of the research is the organizational and pedagogical conditions of formation of the readiness of future specialists in the service sector in professional activities.

The purpose of the research is the organizational and pedagogical conditions that contribute to the formation of the readiness of future service professional of dialogue communication in their professional activities are determined in it.

Research methods. The complex of scientific methods and approaches are used: systemically, comparative, factorial, which made it possible to realize the conceptual unity of the research.

The result of the work. The communication is an important of socio-psychological aspect of any activity, because as in process and only through communication, it is the true essence is revealed personality is proved in it. It was found that the readiness for dialogue communication is integrative quality of the personality of the professional (specialist of service sector), which consists in the active formation of the necessary theoretical knowledge, practical skills and abilities and provides the effectiveness of the formation of dialogue communication. In the structure of readiness of future specialists of service sector highlighted of motivational (positive attitude and interest to the professional communication), cognitive (theoretical knowledge about the essence and features of dialogue communication), communicative (possession of a specialist of communicative competence, which provides communicative, linguistic, professional skills) components that served as a basis for defining of criteria, indicators, levels formation of readiness of future specialists of service sector.

Field of using result. The results obtained create a theoretical basis of activation of practical teaching of dialogue communication of future specialists of service sector.

Conclusions. The highlighted of organizational and pedagogical conditions are sufficient and capable of ensuring the successful formation of their readiness of future specialists of service sector to dialogue communication in their professional activities. To improve of the level of language and professional culture, future specialists of service sector should constantly work on themselves; consciously and responsibly treat their professional and speech activities of social importance. The combination of different activities of future specialists of service sector is the integration such kinds of activities as educational-speech, communicative and tourist, its complement each other, mutually reinforce, interpenetrate each other and thus create conditions for the formation of readiness for dialogic communication.

Key words: pedagogical conditions, motivation, integration, future specialists of service sector, modeling, language personality, dialogue communication.

ОРГАНИЗАЦИОННО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ КАК ФАКТОР ФОРМИРОВАНИЯ ГОТОВНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ СФЕРЫ ОБСЛУЖИВАНИЯ К ДИАЛОГОВОЙ КОММУНИКАЦИИ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

Танана С. М.

Предметом исследования являются организационно-педагогические условия формирования готовности формирования готовности будущих специалистов сферы обслуживания к диалоговой коммуникации в профессиональной деятельности.

Цель статьи заключается в определении организационно-педагогических условий, способствующих формированию готовности будущих специалистов сферы обслуживания к диалоговой коммуникации в профессиональной деятельности.

Методы исследования. В статье использована совокупность научных методов и подходов: системный, структурный, сравнительный, факторный, что позволило реализовать концептуальное единство исследования.

Результаты работы. Общение является важным социально-психологическим аспектом любой деятельности, поскольку именно в этом процессе проявляется подлинная сущность человека. Определено, что готовность к диалоговой коммуникации выступает интегративным качеством личности профессионала (специалиста сферы обслуживания), заключающейся в активном формировании необходимых теоретических знаний, практических умений и навыков, обеспечивает результативность формирования данной коммуникации. В структуре готовности будущих специалистов сферы обслуживания выделен мотивационный (положительное отношение и интерес к профессиональному общению), когнитивный (теоретические знания о сущности и особенностях деловой коммуникации), коммуникативный (владение специалистом коммуникативными, лингвистическими критериями, которые служили основой для определения показателей, уровней формирования готовности будущих специалистов сферы обслуживания).

Область применения результатов. Полученные результаты создают теоретическую основу для активизации практического обучения деловой коммуникации будущих специалистов сферы обслуживания.

Выводы. Освещенные организационно-педагогические условия достаточно и способны обеспечить успешное формирование готовности будущих специалистов сферы обслуживания к диалоговой коммуникации в профессиональной деятельности. Для повышения уровня языковой и профессиональной культуры, будущим специалистам сферы обслуживания следует постоянно работать над собой, сознательно и ответственно относиться к своей профессионально-речевой деятельности, имеющей социальное значение. Сочетание различных видов деятельности будущего специалиста сферы обслуживания заключается в интеграции таких видов деятельности, как учебно-речевая, коммуникативная и туристическая, взаимодополняющие, взаимоусиливающие, взаимопронизывающие друг друга и таким образом создающие условия для формирования готовности к диалоговой коммуникации.

Ключевые слова: педагогические условия, мотивация, интеграция, будущие специалисты сферы обслуживания, моделирование, языковая особенность, диалоговая коммуникация.

Actuality of the research. The globalization and integration country, of world association and European community contributes of to the rapid growth of the role of quality education for the further development of society, and in accordance its intensive reform. Given this problem actualized improve the quality of process of preparation the future teachers, it requires of process to effective realization of competence approach. Effective deciding of these tasks possible for conditions by the improvement of educational content and it methodical using on innovation basis. The quality of professional preparation of future specialists of service sector depends of the content to modern education, it should include of full orientation on purchase by students' of system the competencies and permanent updating by improving the mechanisms and their using in everyday practice. In the Constitution of Ukraine, the Law «About Education», «About Higher Education», «National Strategy for the Development of Education in Ukraine until 2021» and in other public document, the goals and vector for reforming the education are coupled with the need to create the education quality assessment system, to ensure the systematic monitoring and analysis of the current issues arising in the education area and their solution.

Ukraine wishes to commit to the European dimension of higher education by adopting measures from the Bologna Declaration. At the same time, certain issues relating to the Bologna Process objectives remain to be addressed. One of the issues is to develop learners' professional language competence.

Modern labour market requirements caused by the socio-economic changes that are taking place in the development of our country indicate the need to prepare a competitive, qualified specialist capable of effective solving the non-standard professional problems. Speech training is an integral part of the professional preparation of specialists, because the ability to orient oneself in any communicative situations, successfully apply the language skills, to possess by the necessary for speaking abilities and skills lead to the successful professional activity of a specialist.

Analysis of the recent researches and publications. The problems of formation the professional speech of future specialists were investigated by such scientists as D. Cordeanu, L. Glynn, I. Drozdova, O. Dyshko, N. Vasylyshyna, E. Zeer, N. Voytyk, D. Ruchen, O. Klimov, L. Palamar, M. Pentyliuk, Y. Pradid, I. Radomskyi, L. Romanova, O. Yurchuk, K. Pletsan, A. Sala, S. Tanana, et al.

In the system of modern education, research of the professional training of future specialists of service sector is becoming increasingly relevant, in particular its communicative aspect, since communication with consumers of a tourism product is the main tool of the professional activity of a specialist in the tourism industry.

The professional dialogical communication was investigated by H. Ivanyshyn, L. Kravets, I. Klymenko, L. Matsko, S. Khadzhiraiyeva, F. Khmil, N. Chernenko, S. Shevchuk. However, the problem of professional dialogic speech formation of tourism managers requires more thorough research. The researchers emphasize that the increase in the quality of education in general, and in the higher pedagogical education in particular, will be impossible without using the educational assessment as a tool to control this process. The future technologies and drawing teachers preparation to the quality educational assessment is presented in the research as a multidimensional phenomenon that requires an integrated approach to its realization as the personal and professional quality that determines the educational activity.

The purpose of the article is to identify the organization-pedagogical conditions necessary for formation the readiness of the future specialists of service sector for dialogue communication in their professional activity.

Presentation of the basic material. The relevance of the article is due to the modern social requirements for tourism managers with high professional level of language training. This, in turn, requires updating of the educational process in higher school and defining of the pedagogical conditions that will contribute to the effective formation of the future tourism managers' readiness for dialogue communication in their professional activities and thereby improve the quality of their professional language education.

The article is based on the research of famous scientists in psychology, linguistics, linguodidactics, in particular, I. Drozdova, M. Pentyliuk, N. Levitova, I. Yakovleva, who note that certain circumstances, which are called pedagogical, play a major role in the construction of a linguistic-educational model of teaching. In order to substantiate the pedagogical conditions that will contribute to the formation of readiness for dialogue communication in future tourism managers, it is necessary to clarify the concept of «pedagogical conditions».

During the educational process at the University Hryhoriy Skovoroda in Pereiaslav was found, that process of professional formation of students as future specialists of service proved in some way, ineffective owing the lack of awareness and motivation of students don't have an active life position).

On the basis of theoretical analysis of the researched problem, the system of *pedagogical conditions* of professional formation of future specialists of service sector in the higher school is determined:

- integration of modern educational technologies in the educational process of future specialists of service sector (interactive, information, project, problematic) teaching methods, appreciating of students' academic achievements and readiness of teachers to implement of competent and student-centered approaches;
- comprehensive motivation of students' educational activity in the process of studying as a special and choice disciplines;
- taking into account by teachers the level of development of the psychological components of professional competence and formation of professional important qualities in the future specialists of service sector already at the stage of study in the establishments higher education (personality-oriented educational activity of the future specialist; the development of certain personal and professional qualities in the tourism industry) [13, c. 190].

From a psychological point of view, the condition is understood as a set of phenomena of the external or internal environment, which probably influences the development of a particular mental phenomenon, which is mediated by the activity of the individual or a group of people [11, c.118]. It is important to take into account the characteristics of the tourism industry in shaping the readiness of the future tourism manager.

The first feature of professional development of future specialist of service sector is the final self-determination of the student as a specialist in the chosen speciality. A professional's professional chart should be considered as a system of attributes describing a particular profession and also include a list of rules and requirements for the profession or specialty of the employee; which may include a list of psychological characteristics (professionally important qualities) that representatives of specific professional groups must meet; and it can combine leadership qualities, efficiency, independence, self-confidence, stress resistance, responsibility, tolerance, reflexivity, activity in the tourism business; awareness of the level of my own achievements and motivation.

The second feature of the professional development of service sector professionals is the acquisition of special knowledge and skills required in professional tourism. These include: mastery of oratory skills, ability to make telephone calls (ability to work with clients); personal efficiency: self-presentation technique, managing oneself in a stressful situation, effective time management, communication techniques, ability to counteract manipulative influence, the ability to persuade, master the language of business communication, the ability to use IT technologies and more.

The third feature of professional formation of service sector professionals is the professional knowledge of students: the basics of psychology (social and cognitive, personality psychology); basics of sales techniques and features of tourism business (presentation of tourist product, understanding of patterns of tourism business development and foreign language skills, legal, economic aspects of tourism business) [12, c. 192-198].

Identification and creation of pedagogical conditions, which significantly influence the process of training and acquisition of the professionally important knowledge, abilities and skills, is based on the important factors connected with formation the readiness for dialogue communication of future tourism managers. These include: the organization of the educational process, the individual qualities of the future specialist's personality, the importance of professional activity.

On the basis of the analysis of scientific sources [1; 2; 10] we determined the pedagogical conditions of formation the readiness to dialogue communication of the future tourism manager as a set of external and internal circumstances necessary and sufficient for profound and qualitative mastery by professional dialogue communication.

To pedagogical conditions that contribute to the successful formation of the readiness for dialogue communication of the future specialists of service sector we relate: the development of the future specialists of service sector motivation to study the dialogue communication; integration of the different kinds of activities: training and speech, communicative, tourist; modeling in the educational process of the real professional communicative situations; organization of a favorable educational and upbringing environment for the development of the future tourism manager's linguistic personality.

The first condition, as we have identified, is the development of the motivation of future specialists of service sector to study the dialogue communication. The driving force behind the professional development of a specialist are the internal contradictions between the growing needs and the possibilities of satisfying them, that is, the motivation that affects a person as a whole, as well as certain aspects of his or her activity or behavior. Motivation is the driving force behind the behavior of the individual, which permeates all its components: orientation, activity, emotions, character and abilitiesx [12, c. 197].

Formation of motivation occurs under the influence of the external and internal conditions. External conditions include the content of training, teaching methods, logistics, psychological climate in the group, etc. Among the internal conditions of motivation formation are the readinesses for activity, for various forms of interaction and communication with others, the active position of the subject in different activities and communication, the directness of the individual quality [7, c.519].

In order to increase the future specialists of interest in study of the dialogue communication, we have taken into account some factors such as interest and novelty of the material on which the teaching is based; the personality of the teacher and the methodical techniques used by him; students' awareness of the practical need for knowledge in the subject, the forms of study.

The decisive role in the development of future specialist of service sector motivation belongs to the teacher, since motivation does not arise arbitrarily, and its successful support – a sign of the active activity and skills of the teacher. We believe that it is important to find material that would interest the future professionals and enable to use

the knowledge in both professional and daily communication (e.g. communication strategies and tactics, non-verbal means of communication). The selection of educational material was based on a professionally oriented approach.

The development of future specialists of service sector of motivation is realized through the use of the method of business games, the method of projects that increase cognitive interest and allow the use of various forms of interaction, application of knowledge in practice, the ability to cooperate, show mutual respect, tolerance, and listen for the opinions of others [1, c.132].

Consequently, motivation is one of the fundamental factors of the educational process and development of dialogue communication, because communicative activity meets the need of a person in communication, aims at achieving a communicative goal in the professional activity. The second condition, we defined as the integration of the different types of activities of the future tourism manager: training and speech, communicative, tourist. The combination of different activities in future tourism manager means integration of such activities as speech and learning, communication, and tourism, which complement, reinforce, interpenetrate each other, and thus create the conditions for the formation of readiness to dialogue communication. Let's try to consider each of activities.

Speech and learning activity involves the creation of conditional, artificial situations that prepare the students for real, natural communication. This is sometimes called «pseudo communication». Its mission is to «bridge» between educational and real communication, develop the ability to construct messages and stimulate to the independent speech activity. Speech and learning activity is implemented in learning and speech situations, which are an effective means for developing reasoning skills and competences [9, c.117].

The communication activity is a purposeful process of information exchanging if the feedback exists. It is the basis of human activity, the emergence and development of interpersonal relationships. The success of the future specialists of service sector in communication activity depends on the availability of appropriate abilities, such as: the ability of the individual to interact effectively at the own level of education, based on humanistic personal traits (sociability, sincerity, tact, empathy, reflection, etc.) with taking into account the communicative capabilities of the interlocutor.

As for tourist activity, we treat it as a process of providing services to consumers of tourism product in order to achieve the goal of professional activity. The tourist activity in the educational process is ensured by the use of appropriate vocabulary, reproduction of real situations of professional activity of a tourism manager, conducting of classes in the conditions of Tourist Company [11, c. 120].

Integration of speech and learning, communication and tourism activities means to use knowledge of linguistic and professional (tourism) disciplines in order to ensure the communicative activity of professionals. Thus, students' speaking skills are supplemented with tourist knowledge to develop communicative skills for dialogue communication.

The following condition of formation in future tourism managers the readiness for dialogue communication is defined as modeling in the educational process of real professional communicative situations.

Modeling foresees the reproduction of the content of any person's professional activity and the content of relationships between people in the performance of this activity. Creation of professional situations occurs on the basis of educational material distributed in the form of problem situations, which transfer students to the real conditions of their professional activity. As the examples of such conditions are the following situations: «Booking a hotel room», «Booking a tourist tour», «Departure from the hotel», «Conflict resolution with a dissatisfied client», «Exotic recreation tours».

The main characteristics of communicative situations for professional communication include: 1) modeling of artificially created situations, which are as close as possible to the real process of professional communication; 2) the role positions of the subjects of communication, their tolerant relationships, creation of a favorable microclimate in the group; 3) to use of professionally directed material (tourism) in communication acts; 4) adherence to the culture of speech, etiquette communication according to the communicative situation (Drozdova, 2010).

Modeling of professional communicative situations is aimed at understanding by future tourism managers of the role of dialogue communication in the professional formation of their personality, mastering of its basics for effective activity.

The fourth condition is the organization of a favorable educational environment for the development of the linguistic personality of the future tourism manager.

An important influence on the development of student's personality has the environment as «the environment which he perceives, to which he responds, with which he comes into contact and interacts» [8, c.150], such reality in terms of which the development of the individuality takes place. Creating of a favorable educational environment will facilitate the effective professional development of the specialist's linguistic personality.

By educational environment we mean the set of conditions of the educational process which contribute to professional development of a linguistic personality of a specialist, ensure his personal and professional development and self-development, and facilitate the free choice of subjective position and the adoption of vital values and priorities.

The linguistic personality is a native speaker, possesses linguistic knowledge and a high level of communication skills, and cares for the beauty and development of his own speech [9, c. 117].

The linguistic personality of a tourism specialist is characterized by such qualities as: adherence to linguistic norms, proficiency in language culture, and availability of professional and communicative skills to communicate in the conditions of professional activity, the ability to solve communicative tasks in difficult and unpredictable situations of professional communication.

To our opinion the main factors that form a favorable educational environment include: favorable psychological microclimate, collective interaction, co-creation and cooperation of a teacher and student, pedagogical support, friendly style of relationships between the all subjects of pedagogical process, the use, of pedagogical methods and problem learning based on the modern educational technologies.

The main condition as to formation of a favorable educational environment for the development of the linguistic personality of tourism manager is the active involvement of students in communication in the form of collective discussion regarding urgent problems of the tourism industry, various presentations of the tourist product, conducting interviews, discussions, negotiations, meetings with specialists. The speech personality of a specialist in the field of tourism is characterized by such qualities as observance of linguistic norms, possession of a language culture, the presence of professional communication skills in terms of professional activity, the ability to solve communication problems in complex and unpredictable situations of professional communication [5, c. 27].

The main factors that forming a favorable environment, we attributed of the favorable psychological microclimate, collective interaction, creation and cooperation between the teacher and the student, pedagogical support, friendly style of relations between all subjects of the pedagogical process, the use of active methods and problem-based learning based on modern educational technologies.

Conclusions. Thus, the communication important of social aspect of any activity, because as in process and only through communication, it is the true essence is revealed personality. We consider the proposed complex of organization-pedagogical conditions and means of their application to be appropriate for shaping the willingness of future specialists of service sector to engage in dialogue communication in their professional activity, since they were distinguished in accordance with the nature of the phenomenon under study and the modern requirements concerning training of a specialist in service sector.

Perspective for further scientific researches in this direction we consider in determining the ways of implementing the pedagogical conditions for the formation of the readiness of future specialists of service sector to dialogue communication in professional activities in the educational process of institutions higher educational of Ukraine.

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