

Modern Forms of Teaching Foreign Languages for Tourism Students

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Abstract. *This article discusses modern forms of teaching foreign languages for students specializing in "Tourism." The active methods of teaching a foreign language include the following: discussions, debates, pairing of projects, role-playing games, imitation models.*

Key words: *group work, teamwork, individual work, frontal teaching, problematic method.*

INTRODUCTION

The modern methods of teaching foreign languages are crucial in their implementation. New methods, tools, techniques, and forms of teaching, including current trends, are being developed each year.

Foreign language is not a primary subject for non-linguistic universities and is considered a secondary subject for general development. However, in the field of "tourism" specialization, it has a much deeper meaning in comparison to non-specialized majors. For tourism students, knowledge of foreign languages is essential as the main foundation of this profession. Working in the tourism industry requires not only professional skills but also a high level of proficiency in English, French, and other languages. The basic skills of reading, writing, speaking, and communication play a fundamental role in teaching foreign languages. Therefore, special methods are needed to quickly adapt the language and logically master its structure.

Let's explore how teaching methods for students specializing in this field can be correct and effective in the future and at present.

Frontal teaching involves the teacher working on a single task with the entire group, managing the group's learning and cognitive activities. It fosters collaboration among students and sets a consistent work pace for everyone. The pedagogical effectiveness of frontal teaching largely depends on the teacher's ability to engage the entire audience and not to leave the attention of each student unattended. If the teacher creates a creative group work environment and maintains the students' attention and activity, the effectiveness is evident. However, frontal teaching is not designed to address individual differences. It is targeted at average and not tailored to individual students, causing some individuals to lag behind in tasks while others become disinterested.

In group learning settings, the teacher manages the learning and cognitive activities of the group. Pair work among students is considered group work.

Individual learning is a method that does not involve direct communication with other students. According to their characteristics, this involves completing the same tasks independently for the entire group. However, if a student completes an independent assignment given by the teacher, considering the possibilities for individual learning, then this form of education is considered personalized. This can be facilitated by using specially designed cards. If the teacher pays attention to several students in pairs, while others work independently, then this form of activity is called personalized group work. The organizational forms of the aforementioned teaching are general. They are used both independently and as an element of the entire pair teaching process.

Most local scholars consider the methods proposed by L.Ya. Lerner and M.N. Skatkin as effective. They classify the following methods as follows:

1. Explanatory and visual (reproductive) method. The use of graphic materials (tables, charts, crossword puzzles), videos, computer learning programs, tests, role-playing games, and pairs is possible. This method helps in memorization and learning, but does not provide the thrill of investigative work and does not encourage creative thinking.
2. Problematic method The teacher poses a problem, shows the way to solve it, and teaches students the logic of solving it. With its effectiveness, students gain analytical and critical thinking skills.
3. Partial search (heuristic) method for students' independent work, discussions, public presentations, design, and others. It provides an opportunity for participation in the special stages of the search process.
4. Research method: students learn the concepts and stages of scientific research step by step, study literature related to the problem, test hypotheses, evaluate the results.

It is difficult to distinguish between the method and form of teaching for an unprepared student, so I included this as a separate section of the article to fully understand it. The form of teaching outlines the entire process of pair teaching, the structure conducted through pairs, indicating its stages in advance, whereas the method is a way to solve specific problems, with the method being one of its stages entered as a form.

In conclusion, the most effective and successful method for teaching students in the field of "Tourism" education is active participation, as it automatically ensures the engagement of students and the internalization of materials.

The active methods of teaching foreign languages include the following: discussions, debates, pairing of projects, role-playing games, imitation models.

In this way, the form of teaching a foreign language should indeed be effective and developmental, as it is necessary for our profession.

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