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SOME PECULIARITIES OF ENGLISH WRITING COMPETENCE FORMATION FOR FUTURE TOURISM PROFESSIONALS

Today, tourism has become more widespread, with a variety of excursions catering to both business and leisure travelers. As a result, there is a growing demand for specialist who can organize sightseeing walking tours and create engaging and informative excursion scripts. Therefore, it is crucial to focus on enhancing English writing skills among students aspiring to become tourism professionals in order to effectively create captivating excursion texts. The purpose of the research is formation of students writing competence skills for sightseeing excursion texts (SET).

The article distinguishes between three strategies of forming writing competence:

- Multicomponent,
- Product and Process Approach,
- Lexical Approach, which were observed, generalized and systematized by authors to produce the final Model.

Having examined these approaches, the authors also described each of them with its own stages being fundamental for students' writing competence formation.

We find out that writing of the SET is a creative type of writing. In addition, the usage of visual aids, while writing the texts of excursion, especially made for oral presentation, have the primal importance in this process.

As has been mentioned above the authors present a Model, which contains the main components of their aim to obtain, and the stages of students' preparation for writing the SET, also it gives creative writing characteristics and emphasizes the role of visuality that helps to create a good SET. In their Model they use such principles as: creating positive image, presenting appropriate facts and figures, using visual aids. According to the authors idea the following tasks can be achieved: to form writing competence by using different methods, to form stylistic and syntactic skills by using creative writing pattern, to motivate using different information sources. All this will help students form the necessary competence.

Key words: sightseeing excursion text, tour, tourism, visuality, writing competence.

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ДЕЯКІ ОСОБЛИВОСТІ ФОРМУВАННЯ ПИСЕМНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ ФАХІВЦІВ СФЕРИ ТУРИЗМУ (НА МАТЕРІАЛІ АНГЛІЙСЬКОЇ МОВИ)

В наш час туризм набуває все більшої популярності, і включає різноманітні екскурсії, для ділових людей, так і просто туристів. У зв'язку з цим зростає попит на спеціалістів, які мають компетенцію в організуванні оглядових піших екскурсій та обговоренні цікавих та інформативних екскурсійних текстів. Тому, вкрай важливим є зосередження на вдосконаленні навичок письма англійською мовою серед студентів, які прагнуть стати

професіоналами в галузі туризму, з метою ефективного написання та складання екскурсійних текстів. Мета нашого дослідження – формування у студентів навичок написання текстів оглядових екскурсій (ТОЕ).

У статті розглянуто три стратегії формування писемної компетентності:

- Багатокомпонентний,
- Процесуально-результативний підхід,
- Лексичний підхід.

Саме ці підходи було розглянуто, узагальнено та систематизовано авторами для створення остаточної моделі.

Дослідивши ці підходи, автори також охарактеризували кожен з них із власними етапами, які є основними для формування писемної компетентності студентів.

Автори з'ясували, що написання ТОЕ є творчим видом писемної діяльності. Крім того, першочергове значення в цьому процесі має використання наочності під час написання текстів екскурсій, особливо для усного викладу.

Як було зазначено вище, автори представляють модель, яка містить основні компоненти їхньої мети та етапи підготовки студентів до написання ТОЕ, також вона надає основні характерні творчого письма та підкреслює роль візуальності, яка допомагає створити досконалий ТОЕ. У своїй Моделі автори використовують такі принципи, як: створення позитивного іміджу, подання відповідних фактів і цифр, використання наочних засобів. За задумом авторів для досягнення мети слід вирішити наступні завдання: формувати письменницьку компетентність за допомогою різних методів, формувати стилістичні та синтаксичні навички за допомогою творчого зразка письма, мотивувати за допомогою різних джерел інформації. Усе це допоможе студентам сформувати необхідну компетентність для подальшого вдосконалення фахових навичок.

Ключові слова: текст оглядової екскурсії, екскурсія, тур, візуальність, писемна компетентність.

The problem statement. The present is characterized by a wider distribution of tourist activity: excursions both for business and entertainment are very popular. Hence, there is a need for people who can manage a walking tour (sightseeing excursion), create a text of excursion that can both entertain and inform. That's why, the problem of English writing competence formation, namely the development of students' future tourism professionals' skills to create the excursions texts, is important. Moreover, the role of visibility should be seen, by these students, not only from the position of the tourist gaze, but of a tour guide who plans the excursion for tourists.

Analysis of recent research. The scientists working in the interdisciplinary field of critical tourism prove that tourism is not only leisure and recreational activity. It is a global industry that affects mainly everyone. For anthropologist Edward Bruner, tourism is just "one of the greatest population movements of all time" (Bruner 2005: 10).

Tourism influences a wide scale of researchers, because it has to do with "culture, ideology ... reflects existing socioeconomic relations within and between countries and makes an influence on people's image of the world" (Thurlow, Jarowski, 2011: 286–287).

The purpose of the research. Formation of students' general and professional components of English verbal competence in Written Speech and the acquisition of knowledge, the formation of skills and the development of students' professional creative abilities when writing SET.

The statement of basic material. Levy B, Lloyd S., Schreiber S. (2001) wrote a book that emphasizes the use of historic aspects "to develop a specific type of tour, a thematic tour".

Blyablina, Anna (May 2015) investigated and identified how guide's performance influence, shape and contribute to the creation of tourist experiences through their interaction with tourists by way of using theatrical elements in the historical guided tours, which generally include stories of the historical development of a particular place.

As to the formation and use of writing competence in the system of higher education and ESL, this problem has been studied by different scientists from different aspects:

Beth L. Hewett (2010) pointed out what choices should be made to develop writing skills,

Marian Fitzmaurice & Dr Ciara O'Farrell, Oshima, A. and Hogue, A. – described developing academic writing skills,

Sandra L. Giles (2010) considers reflective writing and the revision process,

Rastegar, M., Mehrabi Kermani, E., & Khabir, M. (2017) described the metacognitive reading strategies use, Vejayan, L., & Yunus, M. M. (2022) pointed out the importance of digital mind mapping in improving weak students' narrative writing performance.

However, the problem still needs further investigation because the future tourism professionals need strong writing skills in order to compose texts of the sightseeing excursion, which plays vital role in becoming a professional tour guide and this aspect hasn't been researched previously.

That's why, our work aims to make an analysis of methods and approaches that can stimulate the formation of students' writing competence in English while creating the sightseeing excursion text (SET).

The main part. When visiting other countries, tourists make their own impression about it, but there

are many peculiarities in this experience. Tourism, besides recreational, environmental, political, economic and other functions, performs a crucial cultural function and has an obvious humanistic orientation. In this context, to form the linguo-socio-cultural writing competence of students' future professionals of tourism, the texts of such tours should be directed not just solely on the mentality and socio-cultural features. It should have features of the specified genre of tourist discourse as the "sightseeing excursion text (SET)". The SET is an independent genre of tourism discourse, which simultaneously belongs to two hyper genres – public speech and reference literature, which determines its essential speech, language and socio-cultural characteristics (Ivanova I., 2017).

In order to investigate thoroughly this problem, we use theoretical methods of analysis and generalization, highlighting the main ideas and approaches existed. In addition, at the end of our study, we present the general Model of SET writing competence formation.

Strong writing skills help students express themselves, work with others, and succeed in educational and career opportunities (Report of the National Commission on Writing, 2004). Students need opportunities to practice and improve writing skills, which can lead to stronger critical thinking ability and increased post-secondary success (Quitadamo, I. J., & Kurtz, M. J. (2007), Langer, J. A., & Applebee, A. N. (1987)).

According to Smolnikova, O.H., et al., (2021: 1380), "modern theories of learning are focused on the development and formation of critical thinking, the transition from reproductive to individualized mastery of knowledge...".

Moreover, students' personal responsibility has vital importance for personal learning results. After all, the writing skills can be formed and developed by students who understand, choose, and apply effective strategies for each step of the writing process. Those, who can understand, what is to be done on every stage of creating TSE, are likely to produce the notable and brilliant text of excursion.

Throughout the process of creating such texts, strategies can help students organize the ideas, stimulate research and find necessary information for their writing. Strategies provide students with tools to evaluate, revise, and edit their plans and their writing (U.S. Department of Education 2017: 14).

In our work, we dwell upon several strategies, which we seem pertinent to the question discussed.

The first multicomponent strategy was suggested by the U.S. Department of Education. The components of this strategy can be repeated, used simultaneously or in different orders; the important idea is that you should keep in mind *the targeted audience*

and *purpose* throughout the whole process of writing. Here are the stages, suggested by this strategy:

- *Planning – generating content* by gathering information from reading, prior knowledge, and talking with others;
- *Goal Setting – identifying objectives* for writing, and transforming the ideas to plans;
- *Drafting – selecting words and sentences* that convey ideas, and transforming those words and sentences into written language;
- *Evaluating – determining* whether the text matches the writer's goals;
- *Revising – making necessary changes* to the text (based on self-evaluation and feedback from others);
- *Editing – making changes* to ensure that the text sounds English.

Each of these steps is accompanied by abbreviation, which help understand its main goal or idea revealing its characteristics and can be used as a memo to remember:

- Planning – KWL (know-want to know-learn);
- Goal Setting – SCHEME (skills check-choose goals-hatch plan-execute-monitor-edit);
- Drafting – DARE (develop-add-reject-end);
- Evaluating – RE (ranking the evidence);
- Revising – WIRMI (what i really mean is...);
- Editing – COPS (capitalization-overall-appearance-punctuation-spelling).

One of the tips of the following strategy is the use of the *model-practice-reflect* instructional cycle to teach strategies to help students learn from teachers, peers, and their own written work (U.S Department of Education, 2017: 14), which can be very helpful when you write SET based on the experience and impressions of other people.

The second strategy is based on the fact that writing is a "process of discovery in which ideas are generated and not just transcribed" (Susser 1994: 35). That's why another strategy, offered by Brown H.D., is called "Product and Process".

The Product and Process approach is widely spread in teaching the writing. Traditionally, the product approach, which emphasizes "the final product of writing", is based on imitating the sample composition. (Brown, H.D., 2007: 391). In our case, students can imitate the texts of the travel guide and the sample of the speech of the travel guide. What the teachers are concerned with, in this strategy, is the final product of writing: the style, grammar and its structure. In addition, of course, there is always a "model" composition for students to follow.

The process approach focuses, as the title suggests, on the process of writing, and puts the emphasis on the "students own intrinsic motives to learn"

and use the “techniques throughout their whole composing process”. (Brown, H.D., 2007: 391–392). In addition, it focuses on “cultivating students’ own abilities” to critically analyze the whole writing process (Brown, H.D., 2007).

One more strategy, suggested by Brown H.D. and closely correlated with the mentioned above, is lexical approach, which focuses on “the essential building blocks of language, words and word combinations”, and they are really fundamental as learning the vocabulary “plays a central role in designing languages courses and classroom methodology” (Brown, H.D., 2007: 57).

According to Brown, H.D. (2007: 391), the nature of writing can be described as: “how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product”. All these components coincide and support the idea of previously mentioned multicomponent strategy. As Brown, H.D. summarizes “Writing seems to include vocabulary, grammar, ideas, organization, type of text, form and content...”.

However, the writing requires students not only to make sentences, but also write some functional paragraphs and to make the whole text. As Harmer (1991) stresses that in teaching writing, there are special considerations to be taken into account which include the organizing of the sentences into paragraph, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse (Nyoman Laba 2017: 65).

In order to train this ability, the scientist suggested the following stages:

A. *Warming-up stage* – to arouse students’ interest and stimulate their writing. At this stage, small group work is also available. (Larry R. Johannessen, 2016). For instance, if students do not dare to write, teachers should encourage them to work in a group and let them participate in a group.

B. *Prewriting stage* – to make clear students’ writing purpose. It is subdivided into two steps:

1. Making clear the purpose of writing and text type. The writing topic is obviously, in our case, about the city or town, which is shown, for instance, in the picture. Teachers had better NOT start with such a statement: “*We are going to write about that city or town*”. This statement is too general and doesn’t reveal the real purpose of future students’ writing. We should start with encouraging the students, making them know what they are going to write about, emphasizing the key points of the city in the picture.

The students are more willing to write if the teacher specifies, primarily, what to look at, specifies the purpose. For example, “What places in the picture are attractive for tourism, do you think?”, “What historic places of the city can you see?”, “What monument in the picture attracts your attention?” etc.

2. Writing down your ideas of the picture. Firstly, students should make a mind map, which has vital importance for all stages of writing the TSE, and then write down their ideas about it. It will be better if they do it as a group work, in a group of 3–4 students. Students should be encouraged to write more sentences at this step. Creating mind maps can be very helpful here.

C. *Drafting and Revising stage*, teachers’ instruction should adapt to their students’ needs. “The drafting and revising stages are the core of process writing”, which need a set of strategies. (Brown, H.D., 2007: 404). Therefore, the teachers’ instructions in this stage are especially important. Before the drafting stage, the teacher should make clear the writing standards, such as tense, words, expressions, logic meaning, format or punctuation usage, which are also the criterion at the revising stage. For the students, who are not sure about the standards, teachers should help them know the requirements (Steve Graham et al., 2013).

The most general requirement, the scientist stress on, is to define the category in which you are going to write. In general, most professional writing falls into two categories:

- creative writing which includes novels, short stories, poems, and screenplays;
- content writing, which includes manuals, guidebooks, and marketing products.

One of the creative writing forms, which are the most common within the English language, is travel guide and travelogue (Masterclass, 2021). They are authentic, that’s why they are the important base for formation of students’ skills in writing the English SET.

Here are some of the characteristics of creative writing which are inherent to the English text of excursion as well:

- creative writing can be fiction, nonfiction, or lyrical. In our case, it is nonfictional. It means that SET aims to represent the information mainly using facts and evidence. But it can have some features of fictional and lyrical genres as well.
- creative writing serves entertainment purposes, that is the case with SET which describes the prominent places to visit, some interesting and enjoyable facts and historical events dedicated to the visited places.
- creative writing is informative. The same with describing SET, which gives us something new and interesting, it deals with the facts and provides

the reader with a rounded overview of all aspects excursion topic. The information needs to be factual.

- with creative writing, you might adapt or repurpose previous works of creative writing. Most obvious when students are creating SET, they deal with a huge amount of information, materials created by someone else before and which they can process and transform.

- creative writing employs a variety of narrative voices, from first-person to second-person to third-person. Arousing tourists' interest students can use this technique to make SET not boring and dull for perception.

- creative writing is evaluated on some combination of an author's mastery of language, storytelling, character development, the use of literary stylistic devices (such as metaphor, figure of speech, and foreshadowing), and word-building. That's very important for creating the SET as well because this gives to the reader special emotional feeling about the places to visit.

- creative writing often presents a strong underlying theme, as the theme of excursion, for instance (Masterclass, 2021).

Therefore, we can see that all characteristics mentioned can be used for describing SET, which made it possible to suggest the following scheme (See Fig. 1).

The other point, which we consider important in forming writing competence, is using visuality (visual aids) to help compose the text of excursion. The vital importance here plays mind maps that students have created themselves or find in the internet. The last but not the least role is played by photos and plans of the place, which students choose for the theme of their SET. It may be their home place of living or it may be a virtual sightseeing excursion through any place of the world in which students are interested in.

Crispin Thurlow and Adam Jarowski (2011: 288–289), two academics in linguistics and communication, stated in their article: “Until not so long ago, tourism research tended to focus almost exclu-

sively on the role of visuality...”. “To be sure, the visual representation and production of sights/sites continues to be a dominant mode for visitors and hosts”.

Visuality really plays an important role in the tourism industry. That is why, it is a great idea to use it in the learning process of future tourism professionals. Besides, there exists a pedagogical principle of visualization, which can help students' learning process in general. So, visuality in SET can be present

- in the form of the text (students analyze a large amount of material, select the most interesting information, constantly updating them),

- in the form of drawings (which support the description of historical facts and reproduce the original appearance of buildings and structures, and form the guide's portfolio),

- photographs (for interpretation of historical facts, images of prominent people),

- schemes (museums, libraries, buildings as well as display the original image of historically modified streets),

- maps (which are an essential tool for routing, further planning, writing and carrying out excursions) and

- mind maps (which are basic tool for writing down the ideas and then composing the plan).

Mainly, visuality should be seen not only from the position of the tourist gazes but also from the position of how it helps students, future professionals of tourism and guides, to create these excursions' texts and later, present these materials orally.

For this purpose, the teacher should inspire creative writing, by invoking students' senses. For example, using such phrases as: *How does the air smell while hiking in the Alps?* It helps the readers feel they are within the tour, inspire and excite them.

As Laba states, teachers should also be “more active and creative in utilizing, and more effective in experimenting with different techniques to establish the skill of writing as not only meaningful but also interesting and easy for their students” (Nyoman Laba 2017: 66).

One more point is, that in the context of tourism as a global cultural industry, we find the role of the sociolinguistic and sociocultural impact of tourism important for the formation of the writing competence of tour guides as well. Nevertheless, it requires further consideration and research that is more detailed.

In the context of above mentioned facts and aspects, we present a Model, which comprises the main components of our aim to obtain (See Fig. 2).

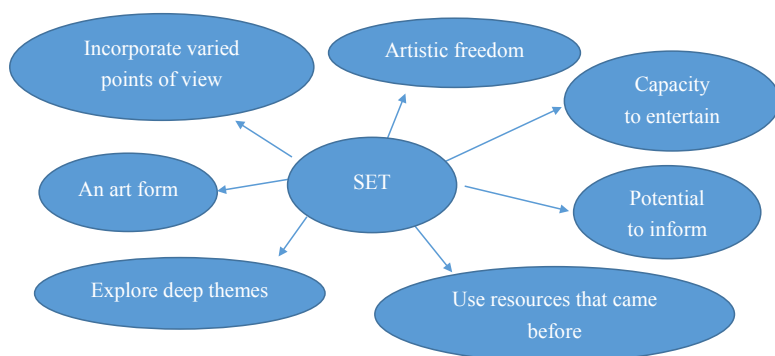


Fig. 1. The scheme of SET characteristics

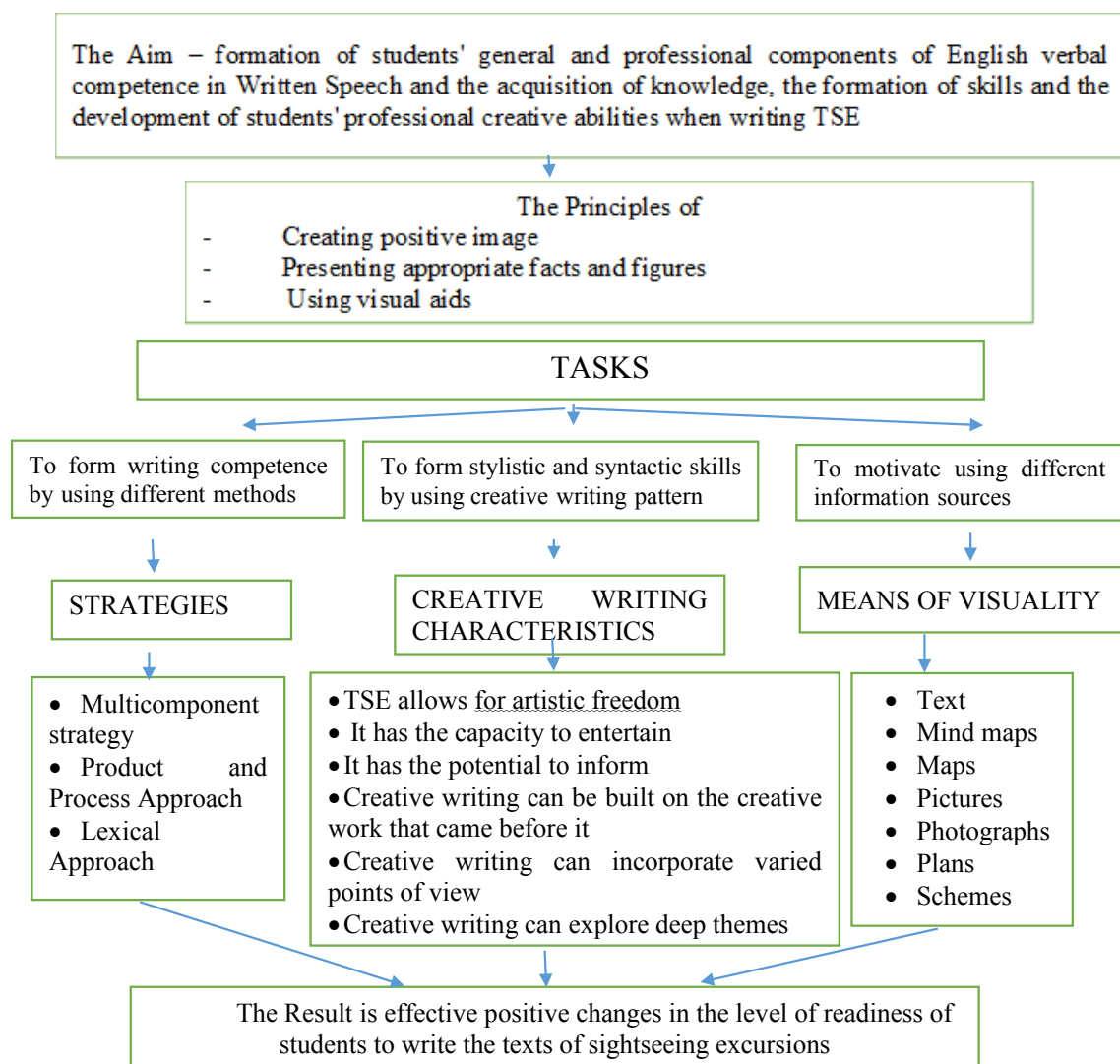


Fig. 2. The Model of the SET writing competence formation

The conclusion. Therefore, in a writing class, teachers should pay attention to students' writing process by making sure that students know the purpose of writing and the strategies of writing. Moreover, most importantly, teachers' instruction and effort should contribute to successfully expressing students' ideas and communicative needs. What's more, we should teach students to write with their critical thinking and cognitive thoughts. Using the authentic sources plays an important role in writing and composing SET by students, future specialists of tourism sphere.

In addition, the visuality has a vital impact and role in creating the route of the tour and the draft of SET. "Travel is very visual topic" when individuals plan their trips, they want to see the places they will be visiting, a good idea here is to create students' own "bag of excursionist", which contains photos, schemes, graphics and other visual aids for the sightseeing tour.

The main principles of making a good text of excursion should be creating a good image of local people, region or state and country and using the facts and figures which are presented properly and in appropriate manner.

Composing the text of excursion, the student of tourist sphere should be professional. First and foremost, that means creating high-quality content with the target user in mind and definite structure, which may include welcoming tourists, describing the location, introducing special events and offers, offering advice, closing remarks etc.

The Model under discussion gives our own view of this complicate problem solvation, which includes contemplating over some goals and tasks to achieve and details that should be taken into account. Combining strategies, creative writing characteristics and means of visuality help us to achieve our main aim of the SET writing competence formation.

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