Fiction in the Context of Developing Students' Professional and Communicative Competencies (in the Field of Hospitality)[1]

Marina B. Serpikova[2], & Natalia V. Serpikova[3]

Abstract

The article discusses the methodological potential of fiction in developing professional and communicative competencies of Hospitality students based on interdisciplinary approach. The study focuses on the most actual aspects of speech culture and describes the ways of developing professionally oriented communicative competencies and the basics of professional speech training of bachelors in the field of Hospitality. Particular attention is paid to the specifics of the occupational novel, in which special vocabulary is widely used, and various systems and mechanisms are described in detail. Hotel, an occupational novel by Arthur Hailey, can be used in teaching Hospitality students as source material for consolidating knowledge about the status and role-based dynamics between hotel staff, communicative strategies and tactics, types and forms of speech, rules of speech etiquette in business communication, as well as for improving oral (public speaking) and written (creative work) language skills. The content of this novel allows students to gain a better understanding of their future professional activities. The article emphasizes that learning professional communication culture fundamentals goes hand in hand with the development of professional (study subject) competence of a prospective specialist. Hence it is suggested that students have a solid understanding of the hospitality industry, its main areas, forms and methods of working with clients. This paper describes the most effective tasks and the questions aimed at studying situations of business communication presented in the novel text, as well as the national specifics of business and speech etiquette and various strategies and tactics of communicative behavior in the framework of English communicative culture. The purpose of this work is to demonstrate the role of literary texts in developing professionally-oriented communicative competencies of bachelors in the field of hospitality.

---

[2] Corresponding author, Russian University of Transport, Moscow, Russia.

[3] Russian University of Transport, Moscow, Russia.

1. Introduction

The concept of modern higher education is focused on implementing the competence approach, i.e. on promoting the student's ability to utilize and implement the acquired knowledge, skills and techniques as well as work methods in solving practical and theoretical problems.

The competence approach is reflected in the Federal State Educational Standards (FSES HE) developed for higher education. They specify the competences (general cultural, general professional, professional) that students should acquire as a result of completing a particular educational program.

One of the mandatory components of the modern day specialist training is the communicative competence that lays the foundation for professionalism. In order to be successful in the modern business world, a specialist should not only have expertise but also possess the communication skills that have key importance for all career stages, with job application and screening interview being the starting point. The following abilities are seen as essential:

- expressing thoughts clearly and consistently, writing and speaking, drawing up documents, careful listening, asking and answering questions,

- building constructive working relationships in a team, respecting a different opinion, settling disagreements/resolving conflicts, making contracts, negotiating,

- analyzing different situations and working out a number of appropriate approaches, formulating solutions, and

- adapting to change.

In the context of globalization, the communicative competence is also a necessary attribute of inter-cultural communication as professional contacts with foreign colleagues (partners) continue to expand.

Developing professionally-oriented communicative competences is one of the fundamentals of specialist training in the field of hospitality and mastering the language of profession. The National Standard of the Russian Federation (GOST RF 54603-2011), effective January 1, 2013, contains basic general requirements that should be met by staff working in the hospitality industry. These include, for example, the ability to serve and take care of guests, to manage staff tactfully in the service

provision process, as well as the ability to apply the incentive systems and manage conflict situations; *knowledge* of interpersonal communication principles, the etiquette, and the basics of psychology; *the ability* to work with guests' complaints and answer their questions. A hospitality specialist should: ensure successful consumer services provision, interact with customers in a conflict-free manner, establish interpersonal contacts, understand the common problems that define a specific area of professional activity, be able to make decisions both in standard and emergency situations.

In this regard, the Hotel Management graduates of the Russian University of Transport are required to have in-depth understanding of communication principles, full proficiency in all types of language domains *(listening, speaking, reading, writing)*, solid public speaking skills, knowledge of tactics and strategies in business conversations, negotiations, etc.

Communicative training of students is implemented as a part of basic (mandatory) courses (disciplines) and is aimed at teaching practical use of communication means (verbal and non-verbal) and choosing the means most appropriate to a specific communicative situation.

2. Academic Disciplines and Their Role in Forming Professionally-oriented Communicative Competences: The Tasks, Structure and Content

Professionally-oriented communicative competences of prospective hospitality specialists are acquired in the process of studying such disciplines as Russian Language and Speech Culture, Verbal Communication, Foreign Language, Business (Professional) Foreign Language, on completing which a graduate should be able to practice, as per FSES HE, *"verbal and written business communication in the state language(s) of the Russian Federation and in foreign language(s)"*.

A range of topics for a Russian language teacher to pay particular attention to when working with students is determined within each academic discipline. Since the training is aimed at developing communicative competences of prospective specialists in the field of Hospitality and therefore should take into account the specifics of their future professional activity, the primary criterion for choosing the range of topics is their applicability to business (professional) communication.

2.1. Russian Language and Speech Culture

When teaching Russian Language and Speech Culture to first year students the communicative and ethical aspects of speech culture are emphasized, i.e.:

- Business style characteristics, specifics of verbal and written formal communication (namely, argumentation principles and handling

business negotiations; drawing-up and arranging technical texts and business documents in accordance with requirements for written business language),

- Characteristics of academic style, whose features and conventions students should master in order to write abstracts, term papers and final qualifying papers, and

- Public speech and presentation skills (that includes audience engagement and interaction techniques, debating skills, using words as tools for argumentation and persuasion).

A teacher's work objective is to help students master the communication culture, which implies *knowledge* of the functions and basic units of the language, the basics of the oral and written communication theory, the laws, principles and rules of effective communication in different fields of activity; *the ability* to establish and adapt speech interactions to one's communicative intent; to overcome barriers in communication; to construct statements in the form of a dialogue or a monologue making use of the effective communication rules; *having practical* skills to draw-up and structure written texts of different target orientation for academic and business communication; *techniques* for persuading and influencing the audience and conflict-free interactions in business (professional) settings.

In order for students to fully master the art of using targeted persuasive language, Russian Language and Speech Culture classes do not focus solely on the sections related to studying specifics of oral and written language in academic and business communication, but also concentrate on developing practical rhetoric skills – such as public speaking, principles and rules of conflict-free interaction, polemics, persuasion techniques, etc.

2.2. Verbal Communication

Formation and development of professionally-oriented communicative competence and enhancement of speech culture of a graduating prospective specialist in Hospitality remains the focus of the studies in the 3rd year when teaching the Verbal Communication course (Goichman & Nadeina, 2008).

The primary goal of Verbal Communication is to give students a systematic understanding of verbal communication and develop professional knowledge of speech activities, taking into account the ethical, sociolinguistic and psychological aspects of speech interaction. The course learning objectives include a deeper understanding of language and speech, the forms of speech and the types of Russian speech culture, improvement of all aspects of language skills (speaking, listening, reading and writing); covering psychological, social and behavioral components of communication, as well as specifics of speech and speech behavior in interpersonal

communication and social interaction. Special attention is paid to speech ethics and etiquette (verbal and non-verbal) with particular focus on nation-specific features, and the problem of recognition and effective use of speech tactics in communication.

On completing the Verbal Communication course each student should acquire readiness to engage in communication, skills of conflict-free teamwork, demonstrate tolerant approach to ethnic, national, racial or religious differences, and openness to cultures and customs of other countries and nationalities.

It's worth noting that the above-mentioned knowledge, skills and techniques which our students are to acquire have an evident rhetorical component. And this is no coincidence: "it is the rhetorical approach focused on finding, theoretical understanding and practical implementation of the optimal ways of mastering the art of effective, successful, functional speech" (Yerokhina, 2017, p. 151), based on the achievements in communication psychology, linguistics of text, sociolinguistics, logic, and culture of speech, allowing us to look at the communication phenomenon from the point of view of various disciplines, that is the most promising and productive in helping students acquire communicative competencies and use coherent, appropriate, effective, harmonizing language in the field of business (professional) communication.

Department of Russian Language and Cross-cultural Communications at the Russian University of Transport (RUT-MIIT) has prepared a number of study guides aimed at improving the level of speech culture development and solidifying spoken and written language skills of students majoring in Hospitality and Tourism (Serpikova, 2008; Serpikova, 2011; Serpikova & Shekhurdina, 2008; Serpikova & Shekhurdina, 2014; Skorikova, 2001). The department has also published two issues of the Verbal Communication course study guides (Skorikova & Shekhurdina, 2007; Shekhurdina & Skorikova, 2014) and a course of lectures [Shekhurdina 2018] containing necessary information for the students to prepare for training sessions and self-study.

2.3. Foreign Language

2.3.1. General foreign language course

Learning a foreign language (English, German or French) is an integral part of professional university training encouraging comprehensive development of their communicative, cognitive, informational, socio-cultural, professional and general cultural competences: target foreign language proficiency for the 1st and 2nd year of study is Intermediate (B1) and/or Upper Intermediate (B2); for the 3rd and 4th year of study – professionally-oriented language learning (B2 level – Upper Intermediate or C1 – Advanced) depending on the students' initial level of language proficiency.

Teaching a foreign language is based on the models that are communication-oriented, culturally appropriate and education-targeted, integrative, non-linear and encourage learner autonomy.

The communication orientation principle implies prevalence of speaking, problem – solving and creative tasks over purely linguistic and repetition drill exercises, as well as the use of real-life situations of communication, development of spontaneous response in the communicational process, encouraging willingness to engage in target foreign language communication in various situations.

Culturally appropriate and education-targeted models are based on careful selection of the course topics, language, speech and country-specific materials, as well as the types of tasks and study formats that take into account the students' age, possible context of activity and educational needs (Foreign Language, 2009).

Actual communicative and socio-cultural skills are developed in line with the norms of socially acceptable communication in the countries of the studied language. Special attention is paid to getting rid of negative stereotypes and false beliefs about other countries and the students' home country in order to prevent them from acquiring incorrect and one-sided notions about a foreign language culture that ignore the existing social, ethnic and other characteristics of different groups of citizens.

The integrative principle involves integration of knowledge from different disciplines, simultaneous development of both general and professionally-oriented informational, academic and social communication skills.

The nonlinearity principle is characterized by combined use of different sources of information and recycling previously studied material in different parts of the course for solving new problems.

The learner autonomy model is defined by making information about the course structure, assignment and control requirements, written and oral test evaluation criteria, as well as the use of supplementary education resources for adjusting individual learning path available to students. The combination of classroom and self-study work ensures a high level of students' personal responsibility for the results of their study efforts and offers them the opportunity to chose the sequence and intensity of learning the course material allowing them to meet control deadlines, etc.

2.3.2. Business (professional) foreign language

The main goal of the Business (Professional) Foreign Language course is to develop professionally-oriented communicative competence in the target foreign language enabling graduates to practice business communication in the cross-cultural context for performing professional tasks. This involves:

gaining knowledge about lexical and grammatical means of the target foreign language in communicative situations in a business setting; norms of business etiquette, rules of drawing-up business documentation, principles of business and corporate ethics in cross-cultural environments; ways of expressing spacial-temporal, logical, modal, quantitative and qualitative relations in a foreign language; foreign language terminology in the chosen professional field and methods of compiling term glossaries; guidelines for formatting documents, putting together and delivering presentation materials appropriate for professional communication; rules and principles of annotation, writing abstracts and translation of professionally-oriented texts;

learning skills for writing project papers, creating and editing professional texts in the target language (business correspondence, reports, instructions, presentations); filling-out forms, keeping a record of general thoughts and facts, writing reports; gathering, analyzing and systematizing information from foreign language sources for professional purposes; producing logical, grounded and clear (monologue and dialogue) speech and written texts; preparing abstracts, annotating and translating professionally-oriented texts; converting professional and business data from one format to another (i.e. text to table, audiovisual sequence to text, etc.); understanding the content when reading authentic specialized texts from different media; understanding spoken language within the scope of professional subjects; compiling term glossaries; writing speeches, making presentations, reporting, speaking at conferences;

acquiring lexical, grammatical, structural and compositional language skills within the subjects of cross-cultural business communication; skills for finding, understanding, analyzing, summarizing and systematizing information in a foreign language; skills for creating texts of different types for oral and written communication, as well as studying foreign experience in the chosen professional field; solid understanding of speech culture and non-verbal behavior in the context of cross-cultural business communication, public speaking skills in a foreign language; ability to work independently with multilingual electronic dictionaries, databases, search engines in foreign languages; techniques for annotation, abstracting and translation.

The course has the following learning objectives:

– lexico-grammatical means of a foreign language in communicative situations of business interactions,

– business etiquette rules, guidelines for creating business documentation, business and corporate ethics in cross-cultural communication,

– ways of expressing spacial-temporal, logical, modal, quantitative and qualitative relations in a foreign language,

– foreign language terminology in the chosen professional field, and

– guidelines for drawing-up and formatting documentation, generally accepted standards of preparing and presenting visual aids in professional communication, principles of annotation, abstracting and translation of professionally-oriented texts.

On completing the course, the student should

have solid knowledge of lexical and grammatical means of the target foreign language in communicative situations in a business setting; norms of business etiquette, rules of drawing-up business documentation, principles of business and corporate ethics in cross-cultural environments; ways of expressing spacial-temporal, logical, modal, quantitative and qualitative relations in a foreign language; foreign language terminology in the chosen professional field and methods of compiling term glossaries; guidelines for formatting documents, putting together and delivering presentation materials appropriate for professional communication; rules and principles of annotation, abstracting and translation of professionally-oriented texts;

be capable of writing project papers, creating and editing professional texts in the target language (business correspondence, reports, instructions, presentations); filling-out forms, keeping a record of general thoughts and facts, writing reports; gathering, analyzing and systematizing information from foreign language sources for professional purposes; producing logical, grounded and clear (monologue and dialogue) speech and written texts; preparing abstracts, annotating and translating professionally-oriented texts; converting professional and business data from one format to another (i.e. text to table, audiovisual sequence to text, etc.); understanding the content when reading authentic specialized texts from different media; understanding spoken language within the scope of professional subjects; compiling term glossaries; writing and delivering speeches, making presentations, reporting, speaking at conferences.

acquire lexical, grammatical, structural and compositional language skills within the subjects of cross-cultural business communication; skills for finding, understanding, analyzing, summarizing and systematizing information in a foreign language; skills for creating texts of different types for oral and written communication, as well as studying foreign experience in the chosen professional field; solid understanding of speech culture and non-verbal behavior in the context of cross-cultural business communication, public speaking skills in a foreign language; ability to work independently with multilingual electronic dictionaries, databases,

search engines in foreign languages; techniques for annotation, abstracting and translation [CEFR 2001].

Academic work with students is conducted using study guides and teaching aids created by Department of Linguodidactics (Fedotkina, Demchenko, & Serpikova, 2012; Matveeva, 2012; Matveeva, 2016; Fedotkina & Serpikova, 2018; Fedotkina & Serpikova, 2018] and structured with a view to the students' prospective career.

The content of the foreign language education programs and the previously listed academic disciplines clearly points to the professionally-oriented communicative focus of the training, that is intended for developing the competence these disciplines have in common - the ability of a graduate to conduct *"written and spoken business communication in the state language(s) of the Russian Federation and a foreign language(s)"*.

Besides, as we have noted, the above-mentioned knowledge, skills and techniques have a pronounced rhetorical component. This shows the long felt need for the Bachelor's program curricula to include a course on practical rhetoric aimed at studying oral and written use of language based on the requirements of the speech culture and stylistics and incorporating teaching academic writing and business communication. This kind of course would allow a technical (non-linguistic) university student to assimilate communicative culture, while the systemic nature of rhetoric rooted in humanities would make it easy to integrate the entire university's academic process into the discipline. The ability to use rhetorical tools in their native language proves to be advantageous for students in learning a foreign language, when professional language proficiency is essential for a specialist's competitiveness in today's job market and is one of the means of achieving personal career ambitions.

3. Development of Professionally-oriented Communicative Competences: Literary Approach

Professional knowledge and high level of acquisition of professionally-oriented communicative competences are necessary for successful interaction in the field of hospitality. That is why the faculty's efforts to make their work of developing students' communicative competences as efficient as possible make them look for new work methods.

3.1. Interdisciplinary Approach in University Teaching

Interdisciplinary integration is one of the most important resources for enhancing the quality of education. Interdisciplinary approach implies dissolving boundaries between traditional study subjects, teaching in the context of more

generalized themes and trends vs. narrow disciplines, stimulating learner's cognitive activity, and developing wholistic professional thinking.

Absence of an integrative course on communicative training from a university's curriculum (certain aspects related to communicative training are included in the framework of such disciplines as Introductory Professional Course, Russian Language and Speech Culture, Foreign Language, Verbal Communication, Psychology, etc.) creates a contradiction between fragmentary knowledge acquired from a variety of disciplines and the need for its integrated application in the future professional activity; between having to synthesize, integrate knowledge, skills and techniques in the actual professional communication and a highly specialized approach to teaching course content in different disciplines, and the lack of uniformity in presenting certain elements related to the theory and practice of communication. That's why interdisciplinary approach to learning requires close cooperation between teachers of different disciplines and coordinated curricula to avoid these contradictions.

The main ways of integrating interdisciplinary relations into communicative training are: reviewing previously studied facts and concepts, problem-solving assignments, writing papers based on sources related to other disciplines, etc. Such study formats encourage students' ability to consolidate knowledge, think logically, and systematize their communicative knowledge. Refreshing and problem-solving tasks that require revisiting and synthesizing knowledge or applying skills from various completed courses in a new setting is a training technique central to interdisciplinary approach.

In our practical classes we strive to focus the training process not only on learning the subject content of the discipline, but also on promoting students' communicative and cognitive activities required for professional interactions. To achieve this, we tend to use active, communication-oriented methods and techniques of learning not only for actual communication in the classroom, but also in situations modeled on literary texts.

A number of studies on interdisciplinary approach in university teaching have appeared in recent years that raise interest from the teaching methodology standpoint (Dudnik, 2011; Shestakova, 2013; Temyakova, 2014).

Productive ideas can be found in an article by Temyakova (2014) describing application of the literary approach in teaching the Administration and Business Planning in Service Industry Enterprises and Economics and Entrepreneurship in Tourism disciplines. The author describes her experience of using A. Hailey's novel, Hotel, as source material for learning how to apply the SWOT- analysis tool to service organization activities, as well as for studying specifics of the company acquisition

process in the hotel industry in a foreign country. Besides, the author suggests using another novel by A. Hailey, Airport, in the course of teaching Tourism Operations Management as it has plenty of case study material from the passenger air transportation standpoint and would introduce students to many technological and supporting processes that lie at the core of air travel in literary form. In our opinion, Three Men in a Boat (To Say Nothing of the Dog) by Jerome K. Jerome would have as much potential within the Geography of Tourism course as the students could follow the path of the three old friends and the dog on the map, develop a literary tour route and make a presentation about it in Russian and/or English.

The idea of using fiction in the educational process is not a novelty, however its application potential has clearly been underestimated for a long time.

Any literary text reflects the national and cultural aspects, the characteristic features of a country's culture, it acts as a "carrier and source of objective information about the world, a mirror of a people's life and culture" (D. S Likhachov). Communication-oriented approach to selecting educational content for the Foreign Language course implies focusing on acquisition of language as a means of communication in real-life situations relevant to students' needs. Examples of such situations can be found in authentic literary texts. This kind of text acts as a driving force for real communication, creates a content-rich basis for teaching all types of speech activity, serves as study material, a source and a means for new language units, contains examples of word use, including foreign language professional terminology.

Dudnik (2011), in her thesis research on the use of fiction in teaching Business English suggests using modern literary works that reflect specific behaviors of business people from different cultural backgrounds while also touching upon the moral aspect of business culture. The Market Maker by Michael Ridpath, one of Britain's most famous contemporary writers, can serve as an example of such a novel reflective of today's business culture. The novel text is rich in professional terminology, it depicts the realities of modern life and national specifics of behaving in a business environment (i.e. relationships between co-workers, supervisors and subordinates, competitors), valued business qualities (loyalty, openness, spotless reputation, workaholism), the target language country's national mindset and business traditions (careful employee selection, considerate attitude, teamwork). The book also deals with such problems as fierce competition, hypocrisy and moral exhaustion, profit at all costs, etc., thereby giving students a complex view of the business culture of the target language country. The novel contents suggest that the course material can be arranged in accordance with the typical business interactions: Employment, People at work, Negotiations, Ethics (business ethics) - in their comparative analysis with regard to the business culture types, which differ by the ways of doing business in terms of "communication", "organization" and "management" (p.16-17).

The use of fiction in foreign language classes contributes to the creation of a natural cultural environment. The educational potential of such texts lies a) in their cognitive value, as they contain information about different areas of life in the target language country, give students a better idea of the mentality of native speakers, help overcome cultural prejudices and stereotypes; b) in their motivational value, as they encourage expression of own thoughts in a foreign language and provide ample opportunities for developing various types of language skills; c) in their developmental value aimed at enhancing individual perception, allowing to gain insight into the diversity of language forms, and appreciate the richness of the studied language. The main criterion for selecting a work of fiction for business foreign language studies is its authenticity and professional orientation (Dudnik 2011, p. 8).

In this article we would like to discuss using the "occupational novel" genre of fiction for developing students' professionally-oriented communicative competences.

For many years, when teaching subjects such as Russian Language and Speech Culture, Verbal Communication and Foreign Language (English) to Hotel Management students of the Russian University of Transport we have been actively using the text of A. Hailey's Hotel (Hailey, 1965). It should be noted that the interest students take in these classes and their academic achievements (successful passing of exams) prove the effectiveness and high practical value of such work that allows us to accomplish several simultaneous goals, including expanding students' vocabulary, developing their analytical reading skills, teaching discussion principles, improving and reinforcing their public speaking skills, reviewing communication strategies and tactics. In addition to that, the course teacher can develop role-play exercises, case studies and simulation scenarios of business games based on the literary material, actively involving students in the process.

3.2. Educational Potential of Fiction: Occupational Novel

3.2.1. Genre and style characteristics of the occupational novel

The use of occupational novels, such as A. Hailey's Hotel, as study material strongly contributes to successful development of students' professionally-oriented communicative competences in terms of optimizing teaching efforts.

According to the definition of Leiderman (2008), occupational novel is a genre in which a person is viewed primarily in the context of their work functions (p. 30). Occupational novels are characterized by extensive use of terminology and detailed descriptions of operation and functions of various systems and mechanisms. From the plot structure standpoint, such novels are limited to strictly professional environments. Although they may touch upon the themes of personal relationships

such as romance, friendship or betrayal, characters' professional activities remain the main focus of the story. Kerer (2013), one of the researchers of Hailey's works, points out the following features of occupational novel: accurate, true to life, realistic and "anatomical" depiction of events and highly detailed description of the professional activity the story is based upon (p. 68).

Some of the distinct characteristics of the occupational novel genre is a fast-paced plot where action takes place against the background of a particular industry-related process; description of working processes or principles of operation and their effects on characters in popular terms; involvement of all characters in the work process; introducing the reader to the work process details and the business and workplace relationships of the characters as opposed to solely personal relationships.

The unchanging and recognizable feature of occupational novel is also the presence of terminology, industry-specific forms and professional slang characteristic of the main characters' occupation in its vocabulary. Specialized vocabulary in Hailey's novel creates an immersion effect allowing the reader to feel a part of the book's universe and the industry the author writes about. Industry-specific word use and professional slang serve the same purpose (Nikitina & Pavlova, 2015).

The use of specialized vocabulary by students when analyzing the processes described in the work of literature, professional approach to the assessment of communicative situations, finding reasoning for the proposed ways of addressing extraordinary situations – these are the things that allow students to feel immersed in their chosen professional field and develop their practical skills.

3.2.2. Educational potential of Hailey's hotel

The scene of Hotel is set in New Orleans (Louisiana, USA) in the mid-20th century. As the name suggests, the novel's events revolve around an actual hotel and its characters are the staff and guests of St. Gregory Hotel. The book consists of five large chapters broken down into smaller parts that describe 5 days in the life of the hotel. By reading the novel students familiarize themselves with the internal (organizational) life of the hotel, with its main services and departments. The argument between W. Trent and O'Keefe gives students an idea of two service models and ways of organizing food service in the hotel industry and lets them appreciate the role of business etiquette and communicative culture in hospitality based on the work of fictional staff at St. Gregory.

The content of Hotel Management course, namely its part on the hospitality industry, covers the technological aspects of hotel operation, as well as the fundamentals of management and modern trends in hotel business development in Russia and abroad [Hotel Management 2013]. Based on the knowledge gained within

the Introductory Professional Course, tasks like the one below are given to students studying the Russian Language and Speech Culture discipline (Business ethics. Etiquette Speech Forms sub-section):

A) Analyze the level of professionalism, mistakes, and shortcomings

in the actions of the St. Gregory Hotel's staff. *Make a report in a table format:*

Character's Name	Service (unit)	Violations and errors

In a training session (workshop), compare and discuss your findings with other students' findings. Compare your tables.

B) Analyze the workplace behavior of St. Gregory employees from different service units and answer the questions:

Are they performing their duties flawlessly? What norms of business (professional) or speech etiquette were violated on their part? Explain what these violations are.

Assess the extent to which you think the hotel staff adheres to the standards of professional ethics.

Development of speech writing, public speaking and listening skills are an essential part of forming communicative competences of Hotel Management students. In the course of their studies students should learn how to convert written text into a spoken message, develop their ability to listen and analyze the content and formal side of a public statement and gain skills to assess the effectiveness of public speech.

When teaching public speaking to students the instructor draws their attention to the fact that oral presentation (report, message) is not just a written text read out aloud. Public monologue is dialogic by its content, as it is addressed to the audience and seeks to elicit its emotional response. The more conversational public speech is, the stronger its impact on listeners. A special quality of public speech is that it occurs in a situation of direct interaction with the audience. Hence another distinctive feature of public speech – its natural conversational flow of intonation, i.e. the ability to express the speaker's position in a monologue not only through words but also through intonational means: the tone of voice, logical accents and pauses, as well as non-verbal means: facial expressions and gestures. A public speaker should have good eloquence and performance skills. A speech affects the audience only if it has coherence and consistency of the line of thought. Confusing and incoherent line

of thought fails to evoke the expected response from the audience (Serpikova, Skorikova, & Shekhurdina, 2016).

Conference paper subjects based on the students' individual interests and prospective professional activities serve as training material for public speech practice. Below are some of the subjects for creative assignments suggested to students for their subsequent conversion into a public presentation:

1. *The internal (business) side of St. Gregory Hotel's life: main types of services and service units and their role in creating a hospitable environment.*

2. *Affiliative style in customer service as a factor in providing a better customer experience and a way of creating favorable psychological climate and maintaining staff morale in St. Gregory. Figure out who and how relies on those principles in the Hailey's novel – either consciously or intuitively, purposefully or spontaneously, systematically or occasionally.*

(A comment for students: *Affiliative style means overcoming the formal model of hotel staff's scripted behavior in favor of establishing friendly relations with customers, which goes beyond staff's compliance with internal rules and performance of duties listed in the job instruction and implies a caring considerate attitude to customers and a warm welcoming atmosphere.*)

3. *The argument between W. Trent and O'Keefe about two models of hotel service in terms of business development prospects.*

4. *Business etiquette and communicative culture in the hotel industry (based on St. Gregory's staff performance).*

5. *A full-service or a fast food restaurant? Pros and cons of two types of food service, based on the analysis of St. Gregory's hotel restaurant.*

6. *Ways of improving competitiveness of a hotel establishment. My recommendations for the new manager of the St. Gregory Hotel.*

Educational support in the process of developing communicative competence is provided through professionally-oriented study materials, authentic specialized texts (business letters, contracts, newspaper and magazine articles, complaints), video materials for subsequent discussion, test assignments assessing the level of acquisition of certain components of communicative competence, etc. In this case, examples of real-life professional situations that require interpretation and discussion for learning purposes are taken from literary texts. Using these fictional

situations, a course instructor (with or without students' help) then creates role-play scenarios for business games and trainings both in Russian and English and prepares training assignments. Here is an example of an assignment:

1. Provide the definition of "conflict" and "complaint". 2. Read a complaint from a hotel's guest (a complaint on behalf of Dr. Nicholas is written by one of the students or the teacher). *3. Propose possible solutions for resolving the conflict. Provide reasoning for your suggestions.*

Student's course of action:

1. Read the complaint. 2. State the essence of the complaint in a monologue. 3. Predict the outcome of this conflict and provide reasoning for your prediction. 4. Write a similar complaint using the expressions used in the original text. 5. Present your complaint in spoken form.

Such assignments promote development of business communication skills, train the ability to correlate acquired textbook knowledge with a real professional situation, allow students take part in simulated solving of professional problems and contribute to the formation of their communicative competence.

It is generally accepted that cooperative strategies are the most effective as they ensure reaching agreement with partners and establishing long-term productive relationships vs. achieving short-term goals in a specific situation. At the same time, despite seeking conflict-free communication, in real life a person will not be able to completely avoid non-cooperative strategies. That is why good knowledge of communication principles allows a specialist to recognize nonconstructive patterns of verbal behavior, confront them if needed or, in some cases, make good use of them if it's justified by meaningful purposes. Students get the following assignment in a training session:

1. Find examples of communicative interaction in Hotel's text. 2. Describe them in terms of their communicative strategy. 3. Using these situations as reference, prove the effectiveness of the cooperative strategy.

When commenting on individual interaction strategies related to dispute settlement, we draw the attention of students to the fact that, as a rule, all conflicts have a resolution. Therefore, any steps to resolve a conflict situation "by peaceful means" should be taken. It is best, of course, to stop the conflict from happening altogether, by resolving the differences. If this is not possible, one should try to take the edge off the disagreement and prevent conflict escalation. To do this, we recommend that, first of all, judgments and assessments that might hurt the other

person's pride and dignity are avoided. Patronizing judgments and assessments expressed with a feeling of poorly concealed superiority or contempt are also undesirable. One should try to focus on positive judgments and assessments, bearing in mind that all people accept positive information more favorably. A good communicator cultivates a positive worldview, because it contributes to the effectiveness of communication (Kirillova, 2012).

In addition to general comments and recommendations, we introduce students to the most common speech behavior strategies in situations of adaptation; compromise; cooperation; ignoring; rivalry. Students choose which of these strategies to resort to in a particular conflict situation described in the novel.

A work of literature whose characters are faced with professional problems thus becomes a source for problem-solving tasks that help students prepare for their future career in a creative way.

3.2.3. Communicative strategies and Tactics from the cross-cultural communication standpoint

As noted above, since having good command of written and spoken language is an integral part of professional training of hospitality specialists, graduates of the Hospitality Management program are required to have in-depth understanding of communication principles, full proficiency in all types of language domains (listening, speaking, reading, writing), solid public speaking skills, knowledge of tactics and strategies in business conversations, negotiations, etc.

Development of hospitality specialists' communication skills involves studying traditions, customs, mentality, national character, behavior of language native speakers in order to have successful cooperation and business (professional) communication with them in the course of a future career.

Using A. Hailey's Hotel (Hailey, 2018) in English language classes entails *reading and its types* as that the primary learning activity: *skimming* - defining the main theme (idea) of the text; *scanning* - searching for specific/requested information in the text; *reading for detail* - getting a grasp of the text's meaning vs. formal understanding of its content - these are organized by means of a *dynamic system of practice activities* corresponding to the *stages of working with the text*. The pre-text stage involves a system of anticipatory tasks aimed at creating the necessary level of student motivation; the text stage is focused on the development of language and speech skills and is characterized by interpretation tasks; the post-text stage is meant for practicing communicative skills, hence the tasks of generalizing nature.

The situations of everyday and business communication presented in the novel introduce students studying Business English to various communication tactics

and strategies that to a great extent define the communicative culture of a person, including their speech behavior and mindset (the novel can be used for the same learning objectives within the Verbal Communication course).

Students should distinguish between the concepts of "communicative strategy", "speech strategy" and "speech tactics", which have no clear-cut definitions in modern linguistics: it is a part of communicative behavior or communicative interaction in which a variety of different verbal and non-verbal means are used to achieve a certain communicative purpose (Kashkin, 2000); "the result at which a communicative act is directed" (Klyuev, 2002); "the general behavioral framework, outline" (Chernogrudova, 2008); "the worldview intention and its actualization with regard to the content of communication process" (Datsyuk, 2019). Mikhalskaya (2002) does not provide a definition for the term "strategy", but offers her own classification of communicative strategies: the closeness strategy, the withdrawal strategy and the open options strategy. The first two reflect the typical human ambiguity: on the one hand, a person wants emotional contact and closeness with other people, on the other - seeks to preserve his individuality and identity. These two opposing tendencies are manifested in speech behavior. The open options strategy implies that the speaker does not determine the course of the interaction but lets the other person decide how things play out between them in the course of communication and then decides which type of speech behavior to chose. The models of interaction and speech behavior in this case will be influenced by the speaker's education, cultural traditions, temperament and many other factors.

Such a broad interpretation of communicative strategy could include the communicators' objectives, models of speech behavior, individual qualities, world outlook key points and values as its elements.

"Speech strategy" is a more defined concept applied primarily to spoken language and to dialogue forms in particular. A communicative strategy is implemented through a particular speech strategy - that is situation-specific. Therefore, speech strategies should be examined in the contest of individual situations.

In each case, communicators are engaged in finding a common language and working out the ground rules for their dialogic interaction: this includes choosing the tone of communication, anticipating the results of a speech act, and determining the way of expressing the real state of affairs by verbal means. Moreover, individual strategies are always developed in line with particular standard stylistic requirements. It can be stated that speech strategy is the speaker's decision about the sequence of speech actions that determine their speech behavior in terms of choosing the optimal means and ways to achieve certain objectives. Thus, communication and speech

strategy are closely interrelated and correlate with each other as the whole and its part.

The term "tactics" "as opposed to strategy, i.e. general framework of communicative behavior, is seen as a set of practical moves in the real life process of speech interaction" (Datsyuk, 2019); "speech tactics is a speech action that corresponds to a certain stage in the implementation of a particular strategy..." (Kopnina, 2008, p. 49). And any speech action that actualizes a particular intention of the speaker can be represented by one or several different verbal (or tactical) techniques. However, by technique we mean "wording of a statement or piece of writing". Therefore, a communicative process can be represented as a logical hierarchical system in which a tactical move (or a speech technique) serves to implement a speech strategy and achieve the objectives by verbal means, at the same time being a reflection of the general communicative principles and attitudes of communicators.

Traditionally, in academic and methodological literature strategies have been classified as cooperative and non-cooperative (or confrontational).

Cooperation strategies grouping has emerged from the general principles developed by H. P. Grice, widely cited in linguocultural studies of the 2nd half of the 20th century. In his opinion, in order for all participants to achieve effective transmission of information in a conversation they should follow the cooperative principle, which is successfully implemented by following certain instructions and recommendations [Grice 1985]. These rules are definitely important but they mainly have to do with the way intended content is presented, and therefore they only relate to one of the many aspects of communicative interaction. The cooperative principle, however, should have ethical norms and moral categories at its core. Ivin (1997) suggested the following ethical requirements:

- maxim of tactfulness (*Observe the interests of another, do not violate their personal boundaries!*)

- maxim of generosity (*Do not hinder others!*)

- maxim of approval (*Do not discredit others!*)

- maxim of modesty (*Shy away from praise!*)

- maxim of consent (*Avoid objections!*)

- maxim of benevolence (*Show good will!*) (p. 169).

Positive outlook of communicators, their tolerant attitude to the world and others are also conducive to their effective interaction and many other aspects. A list

of those values could be very impressive; it is hardly arrangeable in any kind of hierarchy, as it all depends on the specific conditions of interaction, because that is where these moral principles are manifested.

It is even less possible to provide a clear and objective assessment of non-cooperative strategies, which are based, as a rule, on the authoritarian model, the desire of the initiating speaker to dominate, to be the leader, to control others, to create a social hierarchy. Non-cooperative interactions include conversations based on violation of verbal communication ethics, such as positive cooperation, sincerity, and the "trust code". This monological model of behavior seems to be the opposite of "communicative cooperation", where the dialogue mode dominates. Reasons for such a behavior may lie in the speaker's upbringing, their acquired moral compass, to some extent they can be attributed to the speaker's personality (overblown ego, defining oneself in opposition to society, rejection of everything that does not meet their own standards, etc.).

Conversational principle of communication means shared initiative and alternating speaker/listener roles between the parties. However, one of the communicators, not wishing to discuss a certain subject, could interrupt the other speaker. According to Jennifer Coates, interruption of destroys the symmetry of the conversational model, it violates the turn-taking rules of conversation, which leads to confrontation with the addressor (Coates, 2004). The interrupting speaker shows their desire to take the dominant role in the conversation in relation to the current speaker. Interruption is usually seen as a rude and rather hostile speech act; however, it can also be polite.

As far as interruption is concerned, there are two communication strategies: cooperative and confrontational. Each strategy is expressed through a set of specific speech tactics of interrupted conversation. Speech tactics stem from specific national cultures. Thus, English speakers seek to avoid conflict in conversations, the option of confrontational strategy in Anglophone linguoculture is not normative. In English communicative culture where speech etiquette is of great importance, speech tactics such as apology, hinting, false consent (cooperative communication strategy) are used in case of interruption. Subject rejection, brush-off, indignation, offense are some of the tactics seen as part of confrontational communicative strategy the choice of which may be caused by a number of factors - gender, age, communication conditions, degree of the parties' closeness, their psychological characteristics, etc.

Cooperative strategy is opposed to confrontational strategy, as it is focused on seeking compromise, agreement, etc. Cooperation strategy is implemented by speakers in several speech tactics that are differentiated by initial communicative

intentions and a number of pragmatically relevant parameters. We observe that the speech tactics of apology, hinting, and false consent are expressly used in the novel.

The tactic of apology is based on exaggerated politeness, which is an inherent feature of the British communicative behavior. This tactic has two illocutionary goals: admitting to being in the wrong and establishing contact. The addressor seeks to mitigate possible damage to the relationship, to maintain harmonious interaction and secure further relationship with the addressee. The addressor sees the cause for interruption as negative for the addressee and wishes to make amends. Interruption in anglophone communicative culture will be tactful and courteous, involving expressions such as *goodness, sorry...; sorry, I must go...; I beg your pardon; excuse me*, etc.

Hinting is another tactic typical of English speaker's emotive communication. The main objective of this tactic is to adjust the degree of emotional impact on the listener, to "smooth things over", so interruption is made by reducing significance of one's statement. Controlled demonstration of emotional attitude is representative of the English-language communicative culture. According to the established stereotype, the British are polite, gallant, courteous, even ceremonious, but at the same time reserved, undisturbed, indifferent to everything.

Confrontational strategy is considered by many researchers as a conflict-seeking and aggressive type of verbal behavior. In situations of interrupted conversation confrontational strategy can be implemented by the addressee through the tactic of subject rejection in violation of discourse conventions. This tactic stems from the addressee's unwillingness to continue communication, caused by lack of interest in or disapproval of the subject.

The brush-off tactic is based on the communicator's unwillingness to continue the conversation and is typical of situations where the rules of effective communication are broken.

The indignation tactic is a part of the confrontational strategy of interruption based on breaking the rules of communication. It is typical of conversations where a violation of communication ethics and a change of the parties' communicative roles take place. The speaker interrupts the conversation if he is dissatisfied, indignated or irritated by the verbal actions of the other party or the conversation process.

The tactic of insult is characterized by expressing a highly disapproving attitude towards the communication partner's behavior.

Although the British seem to be a restrained and cool-headed nation, the actual existence of such communicative situations where interruptions may be caused

by irritation, indignation, dissatisfaction demonstrates that English speakers are also affected by strong emotions of anger, indignation, rage, etc.

We assign the following task to students in English language classes:

Find the most significant pragmatic features of interruption by characters representing English communicative culture in the original text of the novel and analyze the interruption a) in terms of its strategic and tactical implementation, b) in terms of lexical and grammatical means used.

Students who are planning a career in hospitality should acquire in-depth understanding of communicative interaction processes and have standard reference points when it comes to communication. They should learn the skills of strategic speech planning and self-reflection (in the process of conversation and after its completion). However, the rules and ethics of communication that contribute to conflict-free interaction are seen as the main reference point in learning strategies and tactics of effective communication.

In the context of ever-expanding international cooperation, there is a growing need for specialists capable of effectively conducting professional foreign language communication in the fields of business, science and technologies. In this regard, special attention should be paid to the fact that the knowledge and skills required by students for successful foreign language communication in professional environments can be significantly different from the knowledge obtained during business communication training in the native language on the informational/cognitive level. However, one can talk about a certain parallelism of communicative competence and discourse universals in different professions, at least in the *person-to-person* industries, on the strategic, interactive and linguistic levels. Therefore, business communication training involves assimilation of professional and linguo-sociocultural concepts of foreign language speech communities.

The practice of teaching professional foreign language has shown that inclusion potential of a Russian-speaking language personality in the professional fragments of the foreign language worldview is significantly limited due to the fact that the Russian-language worldview is lacking in many stereotypical communicative situations, discourse strategies, tactics, and professional concepts inherent in a different culture. This is typical of such aspects of business communication as establishing personal contacts, writing business letters, telephone conversations, presentations, meetings, negotiations, etc. Problematic situations arise and become even more complicated if native Russian speakers do not have knowledge about structuring and phrasing on the cognitive level, if students have no awareness of basic cognitive structures that could ensure perception and understanding of the language and the world of a different sociocultural community (Turbina, 2013). This issue

makes us pay special attention to students' knowledge of the principles of speech interaction in the business and professional areas of communication first in their native, and then in a foreign language, based on the fact that speech etiquette and rules of business communication are often nation-specific. Therefore, areas of particular attention include developing students' skills of intent recognition, as well as awareness of social and professional values from a different cultural perspective determining behaviors of foreign business partners. This work is facilitated if students have acquired enough skills to identify and generate speech models in their native language in various business cooperation situations and substantial native language knowledge of professional communicative strategies and appropriate speech behavior. By that we mean, first and foremost, teaching special speech models, analysis of professional discourse, ways of situational use of communicative strategies, aimed at building consensus in solving business tasks – be it personal contacts between partners or meetings and negotiations.

Professional communication involves speech activities such as written and verbal exchange of information, expression of requests and opinions, discussion of existing problems, reaching agreements, etc. These actions can be affected by personal perspective or misunderstanding of partner's speech behavior which complicates or even halts business communication. We have developed special tasks for practicing skills of sufficient understanding of social and behavioral context when interacting in professional environments.

In English group work classes students work on the following assignment:

Search the novel text for examples of the distancing strategy when expressing request and analyze linguistic features of its implementation in the anglophone culture.

Students note that *most* (about 70%) of such communicative situations are expressed in a direct way, that is, by means of an imperative. The question is *why*? During discussion, students come to the following conclusion:

Since Hotel belongs to the occupational novel genre, the concepts of "work" and "supervisor - subordinate" relationships have an important role in wording the request. This explains the presence of a large number of such communicative situations expressed in a direct way, that is, by means of an imperative. Students come to the following conclusion: indirect requests are most often used in situations of informal communication with friends, co-workers of equal social status, etc.

In another task, students are asked to *analyze which modal verbs* (can, could, would, will) *and in which cases are used.* The students' conclusion is as follows: could *is used in situations of business and personal communication and in those*

situations where characters are in a dependent position; requests using will *are somewhat universal: they may express both a request/offer and an order.*

Knowledge of language features, good command of verbal strategies and tactics and knowledge of moral values and stereotypes manifested in the behavior of people of other cultures are essential for a successful career in the hospitality industry.

As our experience in working with Hailey's occupational novel, Hotel, has demonstrated, the use of fiction helps also familiarize students with a variety of technological and supportive processes that make up the inner, behind-the-scenes hotel services operation, gives them an idea of situations staff face in the customer service process.

4. Conclusion

1. The effectiveness of speech interaction with co-workers and customers and successful cross-cultural communication depends on how developed hospitality industry specialists' professionally-oriented communicative competences are and how well they know their foreign counterpart's national mentality and specifics of their behavioral culture. In this respect, disciplines such as Russian Language and Speech Culture, Verbal Communication, Foreign Language have particular significance for Hotel Management students. Professional orientation of student training calls for teaching language (both native and foreign) as a means of business (professional) communication with due consideration given to country-specific features.

2. Using fiction as study material provides optimal opportunities for re-enacting situations of formal business communication and recreating the natural sociocultural context for learning purposes, as it familiarizes students with the organic cultural environment and stimulates communication.

3. Interdisciplinary approach to learning requires close cooperation between teachers of different disciplines.

The practical implications of this study is that the experience of using fiction for practical classes in Russian Language and Speech Culture, Verbal Communication and Foreign Language can also be adopted by teachers of the professional subject cycle. The study's novelty lies in using literary texts for developing a system of assignments that facilitate acquisition of professionally-oriented communicative competencies.

4. Various fictional situations of professional communication serve as ready-made instructional material for reinforcing knowledge about communication

strategies and speech etiquette, business communication culture with country-specific aspects, as well as for improving students' skills of spoken (public speaking) and written (creative work) language.   In general, reliance on literary texts that describe the students' prospective professional activities increases their awareness, motivates them to acquire new knowledge and contributes to the acquisition of professionally-oriented communicative competences.

References

Chernogrudova, E.P. (2008). *Basics of verbal communication*. Moscow: Exam Publishing House.

Coates, J. (2004). *Gender, status and power in discourse behavior of men and women.* Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). European Council, 2001.

Datsyuk, S. (2019). *Communication technologies*. http://www.korolewstvo.narod.ru/psychostat/comstr.htm (Access date 08.06.)

Dudnik, A.O. (2011). Content and Methods of Realization of Professionally Oriented Education of Foreign Languages of Economists in Conditions of Intercultural Communication. *Theory and Practice of Social Development, 7.*

Fedotkina, E.V., Demchenko, L.V., & Serpikova, N.V. (2012). *French for hotel management.* Practical Course, edited by Fedotkina E.V. Moscow: Moscow State University of Railway Engineering.

Fedotkina, E.V. & Serpikova N.V. (2018). *French for hotel management*. Distance Learning Study Guide. Moscow: Moscow State University of Railway Engineering (Russian University of Transport).

Fedotkina E.V., Serpikova, N.V., & Sosunova, G.A. (2018). *French: Practical course.* Moscow: Moscow State University of Railway Engineering (Russian University of Transport).

Goichman, O.Y. & Nadeina, T.M. (2008). *Verbal communication*. 2nd ed., rev. and upd.: INFRA-M; Moscow (Higher education).

Grice, H. P. (1985). Logic and conversation. *News of Foreign Linguistics, 16*, 217-237.

Hailey, A. (1965). *Hotel*. URL: https://www.libfox.ru/587342-artur-heyli-otel.html

Hailey, A. (2018). *Access to the English version*: https://bookfrom.net/arthur-hailey/65648-hotel.html

Myshyakova, N. M., & Shkuropat, S. G. (2013). *Hotel management*. St. Petersburg: Publishing House of St. Petersburg State University of Economics.

Ivin, A. A. (1997). *Basics of argumentation theory*. Moscow: VLADOS Humanities Publishing Center.

Kashkin, V.B. (2000). *Introduction to the theory of communication*. Voronezh: VSU Publishing House.

Kerer, K.A. (2013). Self-realization as a component of professional activity concept sphere in occupational novels by Arthur Hailey. *Bulletin of Chelyabinsk State University, 37*(328), *Philology. Art studies, 86*, 150-153.

Kirillova, N.N. (2012). Communicative strategies and tactics from the moral standpoint. Bulletin of Alexeev Nizhny Novgorod State Technical University. Management in Social Systems Series. *Communication Technologies., 1*, 26-33.

Klyuev, E.V. (2002). *Verbal communication.* Moscow: RIPOL Classic.

Kopnina, G.A. (2008). *Impactful speech techniques*. Moscow: Flinta.

Leiderman, N.L. (2008). *Russian literature of the 20th century*. Moscow: Academy.

Matveeva, N.V. (2012). *Business Communication in the field of tourism and hotel management: English language textbook for 2nd year humanitarian institute students majoring in tourism and hotel management*. Moscow: Moscow State University of Railway Engineering.

Matveeva, N.V. (2016). *English language management of hotel and restaurant establishments.* Textbook for 2nd Year Management Program Students Majoring in Hotel and Restaurant Management. Moscow: Moscow State University of Railway Engineering.

Mikhalskaya, A.K. (2002). *Rhetoric fundamentals for 10-11th grade: Textbook for comprehensive schools*. Moscow: Drofa.

Nikitina, T.G. & Pavlova, A.N. (2015). Occupational novel genre specifics in the works of Arthur Hailey. In the World of Science and Art: Matters of Philology, Art Studies and Cultural Studies. *International Academic Conference and Workshop,5* (48), 42-47.

Serovskaya, D.A., & Karnushina, V.V. (2016). Linguistic features of distancing strategyiImplementation when expressing request in the English language culture (based on Hotel by Arthur Hailey). Scientific Community of 21st Century Students. *International Student Conference and Workshop, 2 (39).*

Serpikova, M.B. & Shekhurdina, T.A. (2014). *Rhetoric: Methodical instructions for practical sessions and students' self-study.* Moscow: Moscow State University of Railway Engineering.

Serpikova, M.B. (2011). *Russian language and speech culture*: *Practical Course.* Moscow: Moscow State University of Railway Engineering.

Serpikova, M.B. (2008). *Russian language and speech culture: Textbook for students of all university programs*. Moscow: Moscow State University of Railway Engineering.

Serpikova M.B. & Shekhurdina T.A. (2008*). How to write an abstract, a report, a course paper?* Study Guide. Moscow: Moscow State University of Railway Engineering.

Serpikova, M.B., Skorikova, T.P., & Shekhurdina, T.A. (2016). *Verbal communication as an academic discipline in the aspect of learning language of specialty*. 2nd International Conference and 10th International Scientific and Practical Seminar «Multilingualism and Intercultural Communication: Challenges of the 21st Century» (Pula, 16 - 23 July 2016) / Comp. Kudryavtseva E.L., Mikulaco I., Chirsheva G.N., Ignatjeva L.I. Experiment and Innovations in School, Special Issue. 2016. № 3/1. Moscow: Small City Printing House. P. 14-15.

Shekhurdina, T. A. & Skorikova, T. P. (2014). *Verbal communication: Practical course*. Moscow: Moscow State University of Railway Engineering.

Shestakova, L.A. (2013). Theoretical bases of the interdisciplinary integration in educational process at high school. *Methodology and Theory of Psychology and Pedagogy, 1* (2). 47-52.

Skorikova, T.P. (2001). *Culture of public speech*: *Specialized course guidance materials.* Moscow, Moscow State University of Railway Engineering.

Skorikova, T.P. & Shekhurdina, T.A. (2007). *Verbal Communication. Issue 1: Instructional Guidelines.* Moscow: Moscow State University of Railway Engineering.

Turbina, E.P. (2013). Specific development of the cognitive capacities of foreign language students of high school language specializing. Bulletin of Shadrinsky State Pedagogic Institute. 2013. Iss. 3. P. 19.

Yermanova, B.B. (2014). Communication strategies and tactics of interruption in English communicative culture. *Political Linguistics, 2*(48). 223-228.

Yerokhina, E.L. (2017). *Definition of communicative culture: A rhetorical approach* Moscow: Pushkin State Russian Language Institute.