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## **DIDACTIC MATERIALS IN PROFESSIONALLY - ORIENTED FOREIGN LANGUAGE LEARNING**

The modern tourism industry is one of the largest and fastest-growing industries in the world. The professionalism of staff working in the field of tourism is an indicator of the competitiveness of the organization. In the course of professional training of tourism managers, the importance of learning a foreign language both for general purposes and in their professional activities is growing. The main issues of the organization of foreign language teaching and determining the main content of student learning are reflected in the works of such researchers as S. Babushko, M. Halytska, N. Rekun, N. Becker, L. Hoffman and many others.

The main task of language training for tourism managers is the study of a foreign language as a means of communication, which implies that students have a certain set of linguistic knowledge and communication skills. In this case, the subject of teaching is not just a foreign language, but a foreign language that develops professional knowledge, skills and abilities.

The concept of professionally-oriented foreign language training is analyzed and defined by scientists as a process of teaching foreign languages oriented to the formation of foreign language professional competence for solving professional tasks in their sphere. It is marked by a special vocabulary and certain rules for the choice of vocabulary and its use. Thus, one of the main tasks is professional orientation in the selection of didactic material aimed at a particular end result: students, among other things, should be able to listen to and respond to questions, requests or complaints of clients, express their views, present, suggest and evaluate goods and services. The use of didactic material helps to improve the quality of learning, helps to satisfy and

develop the cognitive interests of the student, increases the clarity of learning and, thus, improves the pace of learning material.

Didactic materials for learning a foreign language of professional orientation for the training of tourism managers should be based on a system of practical exercises that involve learning special vocabulary in the context of tourism, grammar, and patterns of professional etiquette.

Exercises should be problematic and include questions to which there is no ready answer in the textbook. This creates a problematic situation. Such exercises encourage students to analyze and direct their efforts to understand and evaluate textual information, forcing students to an active search for independent conclusions, awareness and a lasting memory.

It is also important to choose texts that have intercultural elements along with professional ones. They expand not only the professional but also the cultural outlook of students and involve them to know the values of civilization.

The integration of didactic materials resources in professionally-oriented communicative activities contributes to the creation of a natural, authentic language environment

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