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LEARNING SUBSTANDARD VOCABULARY AT DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE OF HOSPITALITY STUDENTS

A high level of foreign language proficiency is required for a successful professional activity in hospitality industry. Therefore, the given discipline is becoming an integral component of the university program both at the bachelor's and master's degrees. The final goal of teaching and learning a foreign language is to prepare students for efficient communication within their academic and professional environment. At the same time, possible contacts with people that have different socially and regionally marked cultural backgrounds should be taken into consideration. Thus, there are some issues dealing with applying skills of intercultural competence which is defined as communication of representatives of different cultures, members of different national and linguo-cultural communities, individuals of different mental-linguistic complexes [2, p. 75].

The relevance of this research is determined by the active use of substandard vocabulary at various levels of everyday communication, which is considered to be an important part of language environment needed for linguistic adjustment of foreign students. A decisive factor at spreading substandard vocabulary is its emotional coloring. The latter one contributes to increasing the pragmatic impact on a target group or a particular communicative partner. Hence, the purpose of our study is to establish the role and functions of connotation and emotiveness at developing intercultural communicative competence in terms of using components of substandard language subcode in hospitality industry.

In our study, we use the definition of connotation as «nationally and culturally marked additional meaning of a lexeme, phraseological unit, collocation, statement, text (discourse), which give them a special, unique coloring in communication correlating with communicative tasks» [2, p. 84].

Working in hospitality industry suggests facing a number of communicative situations where an emotive component may affect final

communicative results (such as negotiating, upselling, persuading clients or business partners etc.).

In modern linguistics, one of the key functions of connotation at using substandard vocabulary is to show evaluative attitude to corresponding people, things, and processes. In this way, it occurs mainly without changing morphological structure of words and collocations [4, p. 196].

Typical communicative surroundings of hospitality professionals are closely connected with using the language as a means of exchanging information, on one hand, and a source for creating personal, emotionally charged messages, on the other hand. A leading role is played by emotive coloring and emotiveness itself, which is «a subcategory of informativeness, which is revealed through emotional charge of discourse modules and text components, the language units' capacity to convey feelings, emotions» [1, p. 261].

Gaining intercultural communicative competence, hospitality students often face challenges at learning substandard vocabulary, as it has more complex semantic structure. However, these words and collocations are preferred at attracting attention of potential clients and business partners. On the other hand, correlation of cultural backgrounds within and beyond target groups has to be taken into consideration.

At the same time, demonstration of subjective attitude occurs against the background of stylistically neutral lexemes. That makes the content of the message clear for understanding. Emotionally charged language units stand out due to their pragmatic effectiveness, reflecting subjective components in their semantics [3, p. 29]. Therefore, the process of transmitting information is accompanied by expressing personal attitude of the speaker, determining expediency of the use of substandard language subcode for appropriate professional reasons (for example, at designing brochures, flyers, leaflets, and other types of promotional and advertising materials).

According to N.I. Sukalenko, in any language, there are emotional innovations emerging in those communicative situations where there is a need to use means of expression to create something new or unusual for various reasons [3, p. 30]. The service industry is a fruitful environment for language innovations, first of all, because of their pragmatic value in today's competitive marketplace.

When studying the issue of substandard language subcode, a lot of researchers consider that the main incentive for expressive nomination is determined by the desire to stand out verbally. Hence, the formation of emotionally marked discourse is determined not only by communicative needs, but also by the emotional state of speakers, their communicative intentions. In a narrow sense, this is determined by cultural and professional

surroundings of a particular communicative act, in a broad sense, by the distribution of communicative roles.

In the process of learning a foreign language, a number of exercises are recommended to improve the level of intercultural communicative competence along with vocabulary and grammar skills required as part of the university program. First of all, these exercises should be aimed at the development of conversational skills. Working with a partner or in groups, comparing ideas through discussing the topic in class, listening, making notes, planning a talk are efficient means to achieve good results at simulating communicative behavior in multicultural surroundings.

We also consider that one of the most appropriate types of practice for this purpose is working with texts, which may include reading and translating, answering questions, making statements to the topic, storytelling. This teaching material can be taken from the Internet, interviews with native speakers, as well as users of substandard vocabulary. Its authenticity creates prerequisites for further using of words, collocations, syntactic constructions in professional activities.

Analysis of scientific sources allows us to conclude on the communicative importance of emotional semantics, the frequency of use of emotionally marked lexical and phraseological units in the process of pragmatic influence on the recipient, as well as emotional self-identification.

Given the significance of the above-mentioned expressive coloring of substandard vocabulary, the impact of connotation has to be considered at learning and using these words and collocations for professional purposes.

To develop a certain degree of intercultural communicative competence, it is necessary to adapt this process to appropriate communicative surroundings applying a set of exercises. That creates prerequisites for the use of substandard vocabulary by hospitality students in their future professional activities.

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