

## The peculiarities of the second foreign language study at nonlinguistic higher educational establishment of Ukraine

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### Abstract

The study focuses on German language learning as the second foreign language by the future specialists of Tourism sphere at nonlinguistic higher educational establishment in Ukraine. It has been noted that foreign languages have a great meaning in the modern Ukrainian society. The aim of the present study is to examine the level of German knowledge between two groups of students of Pavlo Tychyna Uman State Pedagogical University (Ukraine). Quantitative and qualitative research methods, students' questionnaire, practical lessons have been applied. Taking into account the data of the questionnaire, we have come to the conclusion that despite the small quantity of academic hours, assigned to second foreign language learning, the future specialists of Tourism sphere showed almost the same result as the students, who started learning German at rural secondary school. To improve the situation it is worth, in our opinion, to increase the quantity of academic hours for the second foreign language study at the nonlinguistic higher educational establishments of Ukraine and enhance the level of teaching German at rural secondary schools.

**Keywords:** *Globalization, Foreign exchange, The second foreign language, Future specialists of Tourism sphere, Nonlinguistic higher educational establishment, German.*

### Introduction

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Modern international relations of Ukraine in different spheres of life, globalization, new political and cultural events need essential changes in educational sphere as it is an important state institution. Great changes should be made also in sociolinguistics, especially in the sphere of foreign languages study. The status of the foreign language becomes of extreme importance nowadays. The foreign language study is a demand of the time. Therefore there is a need in specialists, who are fluent in several, at least two foreign languages. As the foreign language becomes a means of intercultural communication, Ukraine needs highly qualified specialists with a good command of the foreign language, who would be able of participation in the international cooperation and formation of new attitude towards Ukraine in the world. That is why there is a necessity to improve methods of the foreign language study, and, in particular, the methods of the second foreign language study by the students of nonlinguistic higher educational establishments.

The issue of the second foreign language study at the nonlinguistic higher educational establishment is quite new in Ukraine. The thing is that the second foreign language was usually taught in Ukrainian higher educational establishment at the departments of the world economy, journalism, the world journalism. Since 2012 the second foreign language study was compulsory at all Ukrainian schools. So, pupils had to choose German, French or Spanish as their second foreign language. Later on, in 2014 this law was cancelled and the second foreign language study became optional at secondary schools. However, it is still compulsory at Ukrainian higher educational establishments. Especially that concerns the specialists in the Tourism sphere.

It should be mentioned that different aspects of the second foreign language methodology have been reviewed by national and foreign scientists. Among them there are A. Anisimov, I. Bim,

M. Baryshnikov, N. Chicherina, I. Dubko, P. Foster, N. Galskova, B. Hufeisen, B. Lapidus, T. Loparivova, G. Neuner, M. Reutov, A. Shchepilova, L. Zviak and others. At the same time, in the pedagogical theory and practice the problem of the second foreign language study by the future specialists of the Tourism sphere remains poorly developed.

### **The aim of the research**

In the present work we pay attention towards the study of German as the second foreign language after English by the Tourism students. Therefore, the aim of our research is to substantiate the necessity of the second foreign language acquisition by the future specialists of the Tourism sphere; to define the valuable methods of teaching; to take into consideration the higher educational establishment specific character due to the Bologna process. The object of the present study is the process of the second foreign language study at the beginner's level, taking into account the experience of the first language study in terms of higher educational establishment.

Language and literacy are embedded within a range of school subjects, along with their specialized knowledge. Content, language, and other multimodal resources are inseparable aspects in teaching and learning (Schlepppegrell, 2016; Unsworth, 2001). Throughout their school years, students encounter increasing focus on specific knowledge and expanding disciplinary language and literacy demands. A school subject can be regarded as a disciplinary discourse, re-contextualized in educational context, with specific ways of reading, writing, speaking, doing, and thinking, which differs from daily perspectives on the world (Halliday & Martin, 1993). To enable more students to reach higher education, it is crucial that boundaries between successive educational levels are reduced. In other words, students should be enabled to develop their knowledge, skills, and competencies, required not only for dealing with present and future professional

core tasks but also for their own personal development from the perspective of further education, lifelong learning, employability, and citizenship (Biemans, 2010; Biemans, 2016). It is widely believed that the command of two and more foreign languages foresees the graduates' career growth. Besides, it allows improving competences in the learnt languages and to learn other foreign languages individually. It is also stated that the knowledge of only English language is not enough for a successful career. The tourism sphere worker should be able to speak the language of the foreign guests, who travel privately or on business. This will enable the efficient tasks fulfilment, achieve mutual understanding and make different situations solution easier (Tsviak, 2015).

### **The role of German in present society**

Due to the fact that German takes the second place in people's communication in Europe, it is worth to study German as the second foreign language in Ukraine. Economic and cultural policy of Germany is aimed at publicity and involvement of the representatives of other nations, social and foreign exchange. Of all countries in Europe Germany proposes the greatest quantity of educational and cultural programs. Those who study and understand German increase their chances at the labor market. Scientists state that the main aim of teaching German as the second foreign language is the students' formation of ability and willingness to participate in intercultural communication and perfect themselves in the sphere of foreign languages study. The aim of the second foreign language study at the nonlinguistic higher educational establishment is to broaden the student's individual picture of the world as well as to teach students to explain their way of life and behavior. Herewith the student's consciousness makes the synthesis of knowledge on the specific character of the mother tongue, the first and the second foreign language and on their similarity. The development of the ability

of intercultural communication, which takes place thanks to study of German, foresees the formation of skills and cultural immersion, which allow using the foreign language in practice. In other words, we emphasize on the development of communicative competence, which gives the opportunity to use German according to real needs and interests at the beginner's level in the most typical social situations of direct and indirect communication (Lobachuk, 2013).

In recent years there has been a significant move from controlled, structured approaches to syllabus and teaching to the use of more communicative materials meant to promote interaction (Foster, 1996). Besides, scientists discussed the three significant stages in foreign language learning: awareness, intention and knowledge (Schmidt, 1990, 1995). It was said that the first step involves the act of noticing. They explain that what learners notice in input is what becomes intake for learning and assert that whether noticing is deliberate or purely unintentionally (that is a learner attends to a linguistic form in the input), if language is noticed it becomes intake; and that noticing is a necessary condition for the second foreign language acquisition. According to Schmidt, a number of factors cause noticing in the input. For example, instruction; formal direction of learners attention to language features; frequency, repeated instruction or frequent use of language items; perceptual salience; prominence or salience of a language item at input; skill level, ability of people to recognize and process previously met language items; task demands; ability of the teacher to structure a teaching in such a way to enable noticing of features necessary to perform the task and comparing; leading the learner to observe the contrasts between the new knowledge and his current interlanguage. This implies a comparison between the observed input and the typical output of the learner and thus focuses on the gap between the two to create insight and eventual intake (Schmidt, 1995). Besides, the process of the foreign language

study should be based on cognitive processes activation – association, comparison, search, contrast, analysis etc. It is necessary to create conditions, which encourage students to thinking, discussion, experimenting. So, the academic materials should give impulses to independent study of the second foreign language, to compare the first and the second foreign languages and reveal regularities. Not only the analysis of results, but also the process of the foreign language study, systematic discussion of the efficiency of the use of the first foreign language knowledge should be of the primary importance (Lobachuk, 2013).

## **Methodology**

### **Setting and participants**

A total of 50 students of Pavlo Tychyna Uman State Pedagogical University (Uman, Ukraine) enrolled in a German Beginners course, which is the equivalent of A1 level according to the Common European Framework, participated in the study. More than half (71%) were women. Also, two thirds of the participants were older than 20 (66%). Other interesting facts about the participants are that half of them (50%), which comprised Group A, started learning German during their compulsory schooling years (12–16 years old) while the other half (50%), that is Group B, started learning German as the second foreign language during their third year at the university. It is worth noticing that Group A consisted mostly from representatives of the rural areas, where teaching of German was at rather low level due to the lack of teachers of German, small quantity of academic hours, insufficient proficiency of German teachers.

### **Analytical procedure**

In order to check the knowledge of German the test has been worked out. In fact its aim was to check students' listening, reading and speaking skills taking into consideration the language

learning experience. The test was specially chosen for the students to approve their A1 level of German. Thus, the test consisted of three parts, merged into a single document, distributed to each student. It was conducted in December, 2017. The first task comprised two parts. In the first part students had to listen to the interviews and decide if the given statements were true or false. In the second half the respondents were proposed to listen to the questions and match them with correct answers. The part “Reading” included the text. Students had to read the text and mark the true and false statements given after the text. In the third part “Speaking” the students were proposed to write questions to the given answers and afterwards have a conversation either with other students of with the teacher. The sample of the test is given below.

Vorname _____		Name _____	
Gruppe _____			
<b>1. Hör das Interview zweimal. Was stimmt?</b>			
		Das stimmt	Das stimmt nicht
1	Er heißt Andreas.		
2	Er kommt aus Deutschland.		
3	Er kommt aus Salzburg.		
4	Seine Mutter wohnt in Wien.		
5	Er hat viele Haustiere.		
6	Er hat nur einen Hund.		
<b>2. Hör das Interview zweimal. Was stimmt?</b>			
		Das stimmt	Das stimmt nicht
1	Die neuen Nachbarn von Steffi heißen Richter.		
2	Die Richters wohnen jetzt in Düsseldorf.		
3	Frau Richter kommt aus England.		

**Picture 1.** The sample German language knowledge test.

In order to identify the level of motivation towards German language study a questionnaire was prepared for the group B. It consisted of 10 questions revealing students' attitude to German and significance of its study at the higher educational establishment (Table 1).

**Table 1.** A sample questionnaire for students to determine the level of their motivation towards the study of German

	Question	Possible answers		
		A	B	C
1	Do you suppose that the second foreign language study is important for your future specialty?	Yes	No	Not sure
2	Do you like German as the second foreign language for study?	Yes	No	Not sure
3	Would you like to learn any other second foreign language instead of German?	Yes	No	Not sure
4	Does the knowledge of English help you to study German?	Yes	No	Never
5	Do you agree, that a specialist is more competitive if he knows two or even more foreign languages?	Yes	No	Not always
6	What do you suppose to be the easiest point in learning German?	Grammar	Vocabulary	Spelling and pronunciation of words
7	What do you suppose to be the most difficult point	Grammar	Vocabulary	Spelling and pronunciation of words



	in learning German?			
8	What was the reason of learning German for you?	German is rather popular nowadays	I had practical training in the countries, where it is the main language of communication	It is a compulsory subject of the curriculum
9	Do you consider the level, you acquired (A1) satisfactory?	Yes	No	Not sure
10	Would you like to continue studying German in order to improve your skills?	Yes	No	Not sure

## Results

This section reports the results and discussion of the various analyses of this study, organized by research questions. Our aim was to explore the knowledge of German of two groups of students – those who studied German at the secondary school and those, who started learning it at university at the third year as the second foreign language after English. The results have been divided into three levels – high (from 100 % – to 70 %), medium (from 69 % to 40 %) and low (from 39 % to 1 %). They are shown in the table 2.

**Table 2.** Student Test Results.

Types of activity	Results	
	Group A (%)	Group B (%)
Listening	60	45
Reading	72	42
Speaking	47	38

### The level of skills development

Having analyzed this data, we have got to know that students from Group A have better developed listening and reading skills, than speaking skills. In our opinion, such low level of speaking is the result of insufficient attention towards this type of speech activity and little amount of speaking practice at secondary schools. Group B showed medium level of knowledge of listening and reading, while speaking was on rather low level. It is also due to the little amount of speaking practice which depends on the small quantity of academic hours, distributed for the subject “The second foreign language” at the university.

Taking into account the data of the questionnaire (Table 3), we have come to the conclusion that future specialists of Tourism sphere have rather strong motivation towards German as the second foreign language for study.

**Table 3.** The results of the questionnaire

Questions	Possible answers, %		
	A	B	C
1	87	0	13
2	87	0	13
3	80	0	20
4	77	18	5
5	87	0	13
6	18	30	52
7	63	25	12
8	15	65	20
9	82	0	18
10	87	0	13

So, more than a half of the students agreed that German is an important second foreign language, the knowledge of which

contributes to better competitiveness of the specialist and would not like to learn any other foreign language instead. The half of the students supposes that spelling and pronunciation are the easiest points of learning German, while the other half considers grammar to be the most difficult. The students define that one of the main reasons for them to study German is that they have had training practice in the countries, where German is the main language of communication. At the same time they regret that their level of German knowledge is not high yet and would like to continue studying German as soon as possible. It is worth noticing that the course “The second foreign language” takes only one term (76 academic hours according to the curriculum), which is not enough to learn the language and to be able to use it for communication. Moreover, the students have pointed out that it was really easier to study German as the second foreign language after English.

### **The principles used during the second foreign language study**

During the process of the second foreign language study we have taken into account the number of principles. We consider that it would be impossible to teach the second foreign language without taking into consideration these principles. They are: cognitive principle, principle of study intensification, integrity principle, principle of communicative orientation, principle of intercultural orientation, and principle of cognitive and intellectual orientation, principle of contrastive approach use etc.

Scientists state that ***cognitive principle*** of the second foreign language study is a complete necessity for the academic process intensification in terms of limited quantity of academic hours. While studying the second and other foreign languages the student can use natural cognition (Shchepilova, 2003). According to this principle the study of the second foreign language should not be similar to the study of the first foreign language. The use of this principle contributes to the activation of students’ mental

and cognitive activity creates intellectual difficulties and thus stimulates cognitive activity. So, this principle realization adds a dynamic character to the academic process.

The principle of ***study intensification*** of the second foreign language (Plish, 2012) was realized thanks to taking into consideration similar language phenomena in English and German, vocabulary, as well as experience of study English as the first foreign language. It should be emphasized that this principle is especially actual for languages of one group. Different factors were considered while using this principle:

- affinity of languages;
- the possession of the great number of vocabulary, as well as international, borrowed from English;
- the existence of high level of motivation during the second foreign language acquisition as the means of communication;
- the availability of authentic teaching means, as well as textbooks, in which the laws of mastering the second foreign language were taken into account;
- the duration of the course, the quantity of academic hours.

It is worth mentioning that the ***principle of integrity*** in the process of the second foreign language study is used within the connection of different types of speech activity, which is increasingly applied during lessons. Under the influence of the popular communicative approach, which consists of modeling real life situations and teaching the skills that are necessary for communication, we have started to involve the method of interconnected learning to speaking, writing, reading and listening. Due to this method, students are accustomed to perceive foreign language material, understand it simultaneously and react accordingly. The integrated development of students' skills in four types of speech activity has a logical justification, since reading, speaking, listening and writing are closely

interrelated in the real process of communication. Learning the above mentioned types of speech activity separately from each other may prove to be artificial and ineffective. That is why it is worth to use such tasks, which promote the complex activation of students' skills. Reading, which often forms the basis of classroom activities and independent cognitive activity of students, opens significant perspectives in this regard. The text allows activating various types of work, since it allows reading and listening, reciting orally and in the written form, discussing with others, putting questions and responding to them, performing creative tasks, etc (Lyutaya, 2011).

It should be added that reading and text-based learning also allow developing integrated skills within integration of grammatical, thematic and functional components. That is, students work with the text to perform exercises that can contain tasks of listening, speaking or writing, and in turn, these exercises are united by one theme, demonstrate a certain grammatical material and the possibility of training and practical application of acquired skills in a particular life situation. Apart from traditional exercises for reading teaching (such as answers to questions, determination of right or false statements, search of the necessary information in the text), there are also some interesting and effective tasks (prediction of the plot of the book judging by the cover, title, chapter headings or annotation; comment on certain passages or sentences from the text; creation of posters depicting characters or separate episodes of the work; thoughts about details that are not mentioned in the book; reading a book review, expressing your consent or disagreement in writing; writing a letter on behalf of the hero of the story; suggestions for possible ending of the story, etc.

If the performance of such exercises is substantially limited in connection with the use of specialized texts in certain themes, the use of **project methodology** may help to maintain the interest of

students, and hence provide effective work in the classroom. The project methodology contributes to the integrated development of students' language skills, since it includes the search of information (reading of authentic materials), a presentation in writing (slides, a report, a poster), listening and discussing the results of the activity. Such creative tasks, which involve all kinds of speech activity, improve the process of language study as they develop the skills necessary for communication in life situations; allow demonstrating and consolidating the received language knowledge and knowledge from other subjects and spheres in practice; are interesting and non-standard, therefore they increase the motivation of students; accustom to individual work and educate the desire for self-improvement; improve interpersonal relationships in team; create a favorable atmosphere in the classroom. Summing up, it should be noted that the application of the principles of integration in education is gaining popularity. So, for optimization of the process of the second foreign language study interdisciplinary connections are effectively used as well as the method of integrated training for four types of speech activity, and the combination of the thematic (lexical), grammatical and functional components of the lesson. The use of this principle contributes to quick and effective acquisition of the academic stuff and to generalization, systematization and consolidation of knowledge.

Nowadays ***the principle of communicative orientation*** of the second foreign language study is also very important (Galskova, 2000). In the process of the second foreign language mastering the context of foreign language activities of the students expands. Due to the implementation of this principle, the features of a poly cultural personality are formed by the student, and that gives him the opportunity to participate in intercultural communication (Tsviak, 2015). Today it is undeniable that the development of the ability and readiness of each individual to interact with representatives of other cultures is an obligatory requirement of

modern language education. So, this principle is defined as a communicative principle and has a particular meaning to the teaching methods of foreign languages. The task of this principle is to approximate the learning process to the conditions of real communication, that is, the learning process should have the character of the model of real communication. This idea was expressed by Yu. Passov, who emphasized that the process of communication learning, like any other model, is simplified, but the main parameters of the model should be preserved. These parameters are defined in the following way:

- the activity character of students' speech behavior;
- the objectivity of the communication process, which should be modeled by a limited but accurate set of subjects of discussion;
- situations of communication, which are modeled as the most typical variants of communication between those who communicate;
- speech means that provide the process of communication and learning in such situations; the real system of these means should be simplified, but one, that performs the same functions.

***The principle of intercultural orientation of the second foreign language study.*** Since the main purpose of foreign language study involves the development of the ability to intercultural communication, communication should be a means to achieve this purpose. Students should be involved in active interaction, in individual search for solution of communication problems in the process of communicating with representatives of different linguistic cultures. As we know, during the perception of another culture there is a comparison with the experience in native culture. Thus, students are given an opportunity to participate in intercultural communication, to acquire linguistic and cultural experience thanks to programs of academic mobility, which

function at Pavlo Tychyna Uman State Pedagogical University (Ukraine), and practical training in European countries. Such opportunity contributes to the expansion of student perception of the world, the enrichment of the palette of the picture of the world, the awareness of the place of native culture in the multicultural world.

According to ***the principle of social and cultural orientation*** of the second foreign language study we have used different authentic materials, thanks to which students were acquainted with national, cultural traditions of the foreign language speakers, enriched their knowledge with the behavior of representatives of another culture, and received the opportunity to compare features of different cultures (Golub, 2010). Authentic material is represented in the form of an oral or written text that is a real product of the native speakers. This material is characterized by the natural character of lexical content and grammatical forms, the situational adequacy of linguistic means. It reflects national peculiarities and traditional structure and functioning of the text. It gives the possibility to realize the peculiarities of verbal and non-verbal behavior of native speakers, the style of their life and the way of thinking. It should be noted that only with the knowledge of the basic information about the country, its social structure and the realities of everyday life, art, literature a dialogue of cultures becomes possible.

According to the ***principle of cognitive intellectual direction*** of the process of the second foreign language study should not be similar to the first language study. The implementation of this principle promotes the intellectual and cognitive activity of students, creates intellectual difficulties for them, while stimulating their cognitive activity, as it is known that the knowledge and skills which are acquired through solving mental problems are stronger than those obtained in the finished form (Gusak, 2014). As psychologists note, the effectiveness of the



learning process depends on the level of development of cognitive processes. Cognitive processes, in turn, are associated with the active position of the student, transforming learning into a personally meaningful process in which creative thinking occupies the main positions. Only with a constant intellectual pressure we can achieve a high level of development of both thinking and speech activity of students. An important factor in activating cognitive activity of students is the consideration of their interests. So, it is very important for students to have positive motivation for the second foreign language study, to realize its meaning for the further professional and personal life. In such a way, the realization of the principle of cognitive intellectual orientation contributes to the assurance of high productivity of the second foreign language mastering, will provide a dynamic learning process, and activate the cognitive and linguistic aspects of student activity.

The ***principle of interconnected study of types of speech activity***. It should be noted that each type of speech activity has its own characteristics, carried out through special mechanisms. However, in the process of a foreign-language communicative competence forming, skills in listening, reading, speaking and writing are not separated, but integrated and regardless of the taught language. It should be taken into account during organization of the second foreign language teaching. Interrelated study of types of speech activity is based on interaction in the process of classes of speech activities, and this interaction is an internal mechanism of such training (Rogova, 1975). At the same time, we must note that in the process of learning we should take into account the specific character of each type of speech activity and the peculiarities of their implementation at the specified stages. Consequently, in the process of competences forming in all types of speech activity, we have to take into account the specifics of each type of speech activity (for example, teaching to speak through speaking,

teaching to read through reading), the mutual influence of different kinds of speech activity has to be used (for example, to develop the ability to speak on the basis of the read / listened text).

The realization of ***the principle of contrastive approach*** in the second foreign language teaching gives the opportunity to reveal similarities and differences in the studied languages, in the expressions construction at the level of the text. In order to overcome the interference in mastering the second foreign language, we used contrastive exercises that contributed to accelerated skills formation and development. The principle of using a contrastive approach also correlates with the principle of taking into account artificial subordinate trilingualism, which was defined by M. Baryshnikov. It is worth noting that the linguistic situation in Ukraine is different. Historically, practically all residents of our country are bilingual: they speak both Ukrainian and Russian languages. The difference lies only in the level of knowledge of these languages. Institutions give the opportunity to learn two or more foreign languages. Consequently, we can state that the phenomenon of polylinguism or multilingualism is typical for language education in Ukraine (Baryshnikov, 2003). As it is defined in the European Recommendations on Language Education, multilingualism is the knowledge of a certain number of languages or the coexistence of different languages in a particular society. It can be achieved through the diversification of the languages offered for study in a separate educational establishment, or through the encouragement of students to study more than one language.

Contrastive approach takes place in the process of the second foreign language study at such levels as linguistic, socio-cultural, and at the level of educational skills. At the language level, comparison is very productive concerning the languages that belong to one group – in our case the study of German after

English. Socio-cultural information is also compared, as students have to acquire socio-cultural competence in the process of the second foreign language mastering. It is known, that this competence is formed in the process of familiarizing students with the national and cultural specifics of verbal and non-verbal behavior of the native speakers. When mastering the second foreign language there is a comparison of etiquette, norms of behavior of representatives of different nations in certain situations of communication, comparison of country-specific information.

The ***principle of taking into consideration linguistic and academic experience of students***. First of all, it should be mentioned that linguistic experience in the native language has a positive effect on the process of the first foreign language mastering. In the process of the second foreign language mastering, this experience, enriched by the systems of two languages (native and first foreign language), significantly accelerates the study of the next foreign language, despite the presence of an interfering factor. We have made a significant progress in the second foreign language teaching even with a smaller quantity of academic hours thanks to a rational organization of the educational process (Gaponova, 2009). Based on the experience of the future specialists in Tourism sphere in mastering the knowledge, skills and abilities in the process of the native and first foreign language study, we focused their attention on the assimilation of different techniques for understanding the content of texts, memorization of information, work on language material, strategies for language proficiency. These strategies include: metacognitive and cognitive (self-planning, control of speech production, self-esteem, choice of memory of the necessary linguistic material for solving communicative tasks), communication strategies (compensatory, affective, and social).

## Conclusion



The present study has examined the study of the second foreign language at Ukrainian higher educational establishments (in particular German as the second foreign language) Specifically, analytical attention was directed at the students of specialty "Tourism" studying at Pavlo Tychyna Uman State Pedagogical University.

Consequently, the main task of the foreign language study at nonlinguistic higher educational establishment nowadays is not merely to teach future specialists of the Tourism sphere to use German as a means of communication in all kinds of speech activities in various situations, but to use it in situations of professional activity, since effectiveness of learning depends directly on the degree of approaching the transfer of knowledge, the formation of skills and abilities to the real conditions of their practical application. The most important feature that determines the specifics of the second foreign language study is the fact that we are dealing with students who already know one foreign language at a sufficient level. Due to this, there are many factors that facilitate and accelerate the process of the second foreign language assimilating. In particular, students already have methods of working with the language associated with translation, changing syntactic constructions. They know their "weaknesses" - for example, difficulties in mastering the phonetic system of a foreign language - and have the experience of overcoming them. It is also important that students studying the second foreign language already have the skills of individual work; they have sufficiently developed memory, attention, linguistic guess and ability to abstract thinking. Thus, the mastering of one foreign language creates in general favorable conditions for the acquisition of the second foreign language. On the other hand, it is impossible not to mention a number of factors that impede the second foreign language study by the future specialists of the Tourism sphere. Firstly, the second foreign language course has less academic hours comparing with other subjects. In addition,

students often transfer the wrong language skills acquired, perhaps even during school years. In particular, students learn by heart the rules, not realizing their essence; learn texts by heart instead of retelling them; meeting a complex or unusual word in terms of its pronunciation, write it not in transcriptional characters, but in Ukrainian letters, which slightly depict its pronunciation. If during the study of the first foreign language these negative skills are in the “process of formation” and it is quite easy to get rid of them, for many students these habits become an integral part of the work on the educational material. A quite limited number of hours for both classroom and individual work lead to the formation of the goal of the second foreign language study in this way: at the first stage, it is necessary to form a communicative-sufficient level of all types of competences, and at the second stage, to improve the general competence and to form vocational-communicative competence.

Taking into account the results of the questionnaire, which was especially prepared for the students, who studied German as the second foreign language, we may state that these students have strong motivation for German language study. The results of the German knowledge language test, which was conducted among two groups of students, showed that in spite of the fact that the first group studied German at school and the second one started studying German at higher educational establishment, both groups showed almost the same results with slight differences. They mostly lied in the level of listening and speaking skills proficiency. To improve the results we propose to increase the quantity of academic hours for the second foreign language study both at higher educational establishment and secondary school and to enhance the level of the German language teaching.

The prospect of research is seen in the observation of questionnaires among the students as well as conducting efficient practical training of German. This should be implemented in order

to improve students' listening and speaking skills as they need them in their future professional activity.

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