

## Postmodern Openings

ISSN: 2068-0236 | e-ISSN: 2069-9387

Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2022, Volume 13, Issue 4, pages: 389-401 | <https://doi.org/10.18662/po/13.4/524>

Submitted: May 5<sup>th</sup>, 2022 | Accepted for publication: June 21<sup>st</sup>, 2022

# Development of Professionally Oriented Intercultural Competence of Future Tourism Experts in the Conditions of Post-Industrial Postmodern Society

Oksana BIHYCH<sup>1</sup>,  
Yana OKOPNA<sup>2</sup>,  
Madina SHCHERBYNA<sup>3</sup>,  
Nelia ZUIENKO<sup>4</sup>,  
Valentyna CHERNYSH<sup>5</sup>,  
Bohdana KUKSA<sup>6</sup>

<sup>1</sup> Professor, Department of Foreign Languages Pedagogy, Methodology Teaching and Information and Communication Technologies, Kyiv National Linguistic University, Kyiv, Ukraine,

[yana.okopna.work@gmail.com](mailto:yana.okopna.work@gmail.com), ORCID ID: <https://orcid.org/0000-0002-7997-8487>

<sup>2</sup> PhD, Department of Professionally Oriented Foreign Language Communication, National University for Food Technologies, Kyiv, Ukraine,

[yana.okopna.work@gmail.com](mailto:yana.okopna.work@gmail.com), ORCID ID: <https://orcid.org/0000-0001-9549-4637>

<sup>3</sup> Doctor of Philosophy in 011 Education and Pedagogical Sciences, teacher of the Department of English Philology, Kyiv National Linguistic University, Kyiv, Ukraine, [madina.shcherbyna@knl.u.edu.ua](mailto:madina.shcherbyna@knl.u.edu.ua)

<sup>4</sup> Doctor of Philosophy in 011 Education and Pedagogical Sciences, teacher of the Department of English Philology, Kyiv National Linguistic University, Kyiv, Ukraine, [madina.shcherbyna@knl.u.edu.ua](mailto:madina.shcherbyna@knl.u.edu.ua)

<sup>5</sup> Doctor of Science in Pedagogy, Full Professor, Head of the Department of Pedagogy, Foreign Languages Methodology Teaching and Information and Communication Technologies, Kyiv

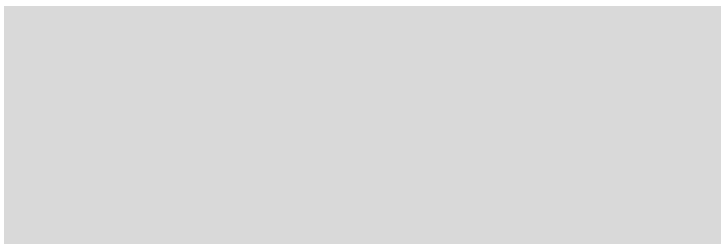
**Abstract:** The problem of formation of professional intercultural competence is relevant in the conditions of post-industrial postmodern society. The article highlights main trends in factors of intercultural competence. The article considers different approaches to determining the foreign language competence of tourism experts to intercultural competence. The analysis of theoretical and methodological approaches gives grounds to define the concept of German-language competence and qualifications of tourism experts. In the context of the study, the features of intercultural competence are identified. The objectives of the article are to determine main aspects of the formation of professional German-speaking competence of future tourism experts. In the course of the research the world and domestic experience of professional competence formation of future tourism experts and formation aspects of foreign language professional competence are analyzed. Also, based on the study, it can be argued that there is no single approach to the future tourism professionals formation of intercultural competence. Methods of analysis, synthesis, a research method and method of content analysis were used in the research. Based on the study, it is proved that levels of intercultural competence are controlled processes in the context of the use of modern educational technologies. Future tourism experts combine knowledge and skills in professional terms to achieve a high level of qualification. The results of the study are the basis for extracurricular activities in the formation of foreign language competence.

**Keywords:** *Information society; foreign language competence; globalization; management; intercultural interaction.*

**How to cite:** Bihych, O., Okopna, Y., Shcherbyna, M., Zuienko, N., Chernysh, V., & Kuksa, B. (2022). The Role of Human Communicative Competence in Post-Industrial Society. *Postmodern Openings*, 13(4), 389-401. <https://doi.org/10.18662/po/13.4/524>

National Linguistic University,  
[valentynavchernysh@gmail.com](mailto:valentynavchernysh@gmail.com), ORCID  
ID: <https://orcid.org/0000-0002-5457-5024>

<sup>6</sup> Associate professor, candidate of pedagogical sciences, Kyiv Institute of Intellectual Property and Law, Kyiv, Ukraine, [super.blondyful@gmail.com](mailto:super.blondyful@gmail.com)



## Introduction

The world is at the stage of active dissemination of information in all spheres of human activity. Informatization of society creates a need for new approaches to the implementation of educational trends. Therefore, modern higher education should focus on improving the intercultural phenomenon, which reflects needs of society in the context of intensive information development. Informatization covers all areas of human activity, both professional and leisure. Media resources disseminate information, promote active interpersonal communication, and form an idea about living in society. Internet resources are used as a source of information and at the same time as an opportunity to spread their thoughts. People express their inner world in the process of Internet communication, which is becoming a feature of the modern cultural process.

The combination of intercultural paradigm with a competent approach contributes to the development of the concept of intercultural competence, which is defined in a professionally oriented context as the ability of an individual based on special knowledge, skills and personal strategies to build effective professional intercultural dialogue with foreign partners. In this regard, special attention is paid to the levels of development of intercultural competence in tourism specialists (Gygli, Haelg, Potrafke, & Sturm, 2019). The high level of skill and competitiveness of the future professional is conditioned not only to the presence of socio-cultural and cultural knowledge, but also with his skills and opportunities to prove oneself as an equal partner in the dialogue of the cultures professional field.

In this case, communication is focused on the independent acquisition of previously unknown knowledge, which contributes to the achievement of mutual understanding among inicultural communicators in the course of their direct communication in the global dimension (Gardner, 1983). Obviously, the development of intercultural competence is significant not only to a narrow extent, taking into account the specifics of a particular subject-professional communication, but also in the context of a global cultural development (Rickly-Boyd, 2012). The difficulties lie in the different purposes of teaching foreign languages in a communicative and intercultural approach.

Thus, these two competencies are directly interrelated. So, when you set goals for foreign language teaching that integrate them functionally, at the same time there are problems with the relationship of intercultural and communicative competencies. The problems are in combining both with the purpose and content of foreign language teaching (McGuckin, 2005). In

solving this problem it is rational to take into account the specialties being studied. This trend has determined the relevance of the study.

Therefore, an important aspect of the society development is the globalization and integration of humanity around the world as a process of political, economic and cultural interaction. Cultural integration requires a detailed analysis in terms of stylistic interpretation, as well as the worldview factor that is reflected in each historical epoch (Azhezh, 2003).

Globalization characterizes the cultural process as a postmodern worldview, defined by the loss of norms of truth, dogmas and rules that reflect the ethical and aesthetic function of cultural development (Nerubasska & Maksymchuk, 2020; Nerubasska, Palshkov, & Maksymchuk, 2020). Postmodern methods of analysis of professional competence involve the study of the main essential features in establishing professional contacts (Zelenin, Bryntseva, & Podorozhna, 2020). Postmodern worldview is polyparadigmatic and requires new approaches in the process of educational activities. There is a need to find new educational approaches in the process of acquiring professional specialties and qualifications.

Tourism experts must have certain competencies of professional activity. In particular, the tourism expert must perform design, organizational, technological and control functions (Bigych, et al., 2012). The tourist expert designs strategic tourist routes, forms technical documentation, and controls the processes of realization of the tourist process. Thus, in order to realize the professional function of a tourist it is necessary to have professional competencies, especially intercultural, because the organization of tourism requires knowledge of the features and trends of people leisure, different cultures and peoples in the information global world.

**Objective of the article** is to determine the features of controlling the level of professionally oriented intercultural competence formation of future tourism experts in the context of postmodern analytical methods.

The objective of the article identified the following objectives:

- Analyze the theoretical foundations peculiarities of the professional competence formation of future tourism professionals.
- Identify features of the formation of professionally oriented German-speaking competence of future tourism professionals in the context of educational activities.
- Investigate the effectiveness of extracurricular activities in the context of the formation of tourism experts foreign language competence.

## **Theoretical bases of professional competence formation of future tourism experts**

Intercultural competence in a complex theoretical and practical sense has formed the need to study basic principles of its formation in the educational process. Therefore, the intercultural aspect has been studied in the works of scholars in the context of intercultural dialogue and intercultural interaction in various fields. Researchers have identified the aspect of communicative competence as a sign of professional level and studied it in the context of intercultural interaction in the modern post-industrial information world (Bigych, et al., 2012).

The analysis of the scientific research becomes the basis for determining the aesthetic function of a human cultural heritage in the process of evolution (Ibrahim, 2010). The study is presented in the perspective of many problems, however, the assessment and control of the level of readiness for professional competence in the postmodern analytical perception is the main, so it needs a separate approach and clarification in determining essential features. The activity of specialists in the field of foreign language professional activity requires additional efforts to analyze scientific works, as foreign language and culture are difficult to perceive and analyze without understanding the processes from the inside (Makarov, 2003).

Accordingly, obtaining higher education for students majoring in tourism requires special training in the formation of knowledge and skills, as well as determining value orientations of the individual to art. Today's labor market needs specialists who are able to conduct effective intercultural communication. Since cooperation in the process of integration requires mutual understanding to prevent conflicts or disagreements, it is necessary to develop skills for effective intercultural communication, finding non-standard approaches, creative thinking and joint decision in the context of cooperation (Moisejuk, 2007). Effective cooperation requires the accumulation of knowledge and the acquisition of values that are inherent in other cultures. This trend determines the level of intercultural competence, which is determined by the development of intercultural sensitivity.

On the basis of the analysis of psychological and pedagogical works the tendency aspects of professional competence formation in the course of educational activity are singled out (Padalka, 2008). Future tourism experts will focus their professional activities on the organization of tourism infrastructure. Specialists must be aware of aspects of tourism based on the

synthesis of various components that form a complex structure of tourism specialization.

Tourism studies integrate various multifaceted ideas about tourism in the context of importance as a social institution, an economic indicator with the appropriate infrastructure, and a context of intercultural dialogue, as well as a component of the formation of foreign language competence. Researchers have interpreted tourism as identical concepts (Kaidalova, 2011). Today, scholars interpret tourism as an aspect of political, social, economic development, and especially note the importance of tourism in shaping the ideological, ethical, aesthetic and communicative dimension of universal cultural progress (Lunyachek, 2008).

Researchers determine principles of formation of tourism in the new post-industrial information society (Okopna, 2013). In particular, they claim that the basis of modern tourism is not the organization of tourist infrastructure, but the person who travels. That is, tourist activities are aimed at achieving maximum comfort for a person and the needs of this person. Therefore, foreign language competence is one of the most important factors in the organization of tourism activities.

In order to implement effective concepts in the formation of tourism it is necessary to identify the main trends in educational activities for the formation of professional competence of future professionals in this field. Domestic and foreign scientists have identified the most optimal professional competencies of future tourism experts:

- Learning and development competence forms knowledge and skills in the process of solving various problem situations, the ability to achieve goals.
- General cultural competence, which determines the integration of cultural values and intercultural interaction, combines motivational-value, cognitive and activity components.
- Information competence, determines the ability to critically evaluate information, as well as the ability to navigate in tourism terminology.
- Communicative competence determines a person's ability to use internal resources to establish contacts with people, interact in the organization of tourism activities, and to determine the dimension of communication based on life experience.
- Social competence, competence in the organization of tourism management, and characteristic of students who identify trends for self-realization and success.

- Entrepreneurial competence is the most pronounced managerial competence, which involves the implementation of tourism objectives based on analysis, risk assessment, forecasting, prospects, design and other organizational actions that determine effective activities for tourism infrastructure in the new post-industrial information globalized society.

Thus, the analysis of theoretical approaches to the formation of professional competence of future tourism professionals has become the basis for determining key competencies, and accordingly to identify the most effective conceptual foundations for career guidance of future tourism professionals.

### **Features of the formation of professionally oriented German-speaking competence of future tourism professionals in the context of educational activities**

Based on the analysis of the study theoretical foundations on professional competence of future tourism professionals, some features that are formed in terms of higher education are identified. An important competence of the future tourism expert is communication. As tourism in a globalized world spreads to the international and intercultural space, there is a need to form a specialist who is oriented in the foreign language space and intercultural communication (Gygli, et al., 2019). In order to implement effective foreign language education, it is necessary to professionally focus educational and cognitive activities on a competitive specialist, in particular, to develop a socialized personality who speaks one or more foreign languages. That is, a professionally oriented tourism professional must be creative and mobile in a globalized world, while valuing local or regional national identity.

An important factor in society developed is European integration. That is, the European identity is popular in the development of tourism infrastructure. One of the important features of European identity is the formation of professionally oriented German-speaking communicative competence after English in future tourism professionals. This trend is defined by international European law (Gardner, 1983). Educational principles of tourism are implemented in the context of general educational standards for intellectual and mental development of the individual, who is able to self-realize in foreign language activities in the process of learning two languages.

Therefore, the formation of German-language competence in future tourism experts is becoming relevant (Imel, 1998). In this line of educational

activity there is a need to solve important problems, acquire knowledge in the specialty and formation of skills to use foreign languages, including German after English in tourism (Fairclough, 1993). Professionally-oriented competence of future tourism scientists is formed in the conditions of acquiring foreign language competence. Qualified specialist independently improves his language skills and abilities throughout life, determines the conditions of self-development of the German-speaking aspect in the process of tourism, which after the English language is a sign of high professional level of professional training in tourism.

Practical knowledge of German as a second foreign language in the process of professional activity is a necessary factor for professional self-realization in the field of intercultural activities, i.e. tourism (Laclau, 1995). Therefore, German-language competence determines the level of professionalism in the field of tourism and self-sufficiency of a modernized individual who realizes his professional potential.

The formation of German-language competence after English in future tourism experts is one of the priority concepts of the study, as this aspect is poorly understood. It is important to determine the features of the educational process in the development of professional-oriented competencies in future tourism professionals. Tourist infrastructure in the modern post-industrial information society is based on trends of integration and globalization of society. The basis of tourism management is the accumulation of all possible resources to meet the needs of modern tourists. As man travels, mainly using the technological advances of society, it is necessary to organize a mobile and innovative journey. To organize such a tourist event, it is necessary to have foreign language competence, to be value-oriented in the context of intercultural dialogue.

### **Research of the extracurricular work effectiveness in the context of the formation in foreign language competence of tourism experts**

Effective means of forming German-speaking foreign language competence as the second one after English are educational activities, as well as extracurricular activities that determine trends in self-development (Meyer & Wodak, 2001). The world needs a specialist in tourism, who is fluent in a foreign language, understands the cultural aspects of other nations, is guided by the needs of society. The society hires specialists in tourism management who are fluent in foreign languages, can use information and communication technologies for more effective self-education and knowledge of a foreign language in extracurricular activities.

Extracurricular education of future tourism experts is effective in the context of the formation of foreign language competence, in particular, German and is implemented under appropriate conditions:

- self-educational activities
- desire for self-realization
- motivational component of educational activities
- responsibility for professional competence
- intellectual development
- development of creativity.

The implementation of extracurricular educational activities in the process of forming German-language competence takes place in certain forms and means:

- discussion
- consultation
- tutoring
- online classes
- training courses
- online exercises, etc.

In order to increase the effectiveness of German-language competence in future employees of the tourism industry, it is necessary to form a system of technologies for the implementation of the educational program for the formation of foreign language competence (Hobfoll, 2001). Thus, interactive technologies in extracurricular learning are effective and contribute to individual personal growth, and therefore are a motivation to enhance cognitive activity.

Thus, to increase the efficiency of cognitive activity of future specialists in tourism, it is necessary to organize cognitive activity with specific goals:

- learning German as the second language after English;
- develop the ability to model life problems, professionally-oriented situations;
- use of different situations;
- analyse various life circumstances.

Extracurricular work of future tourism experts involves the implementation of educational and cognitive activities in the process of formation of German-language competence in the context of following stages (Paulhus, et al., 1997):

- motivation;
- obtaining information;
- interactive learning;

- reflection;
- evaluation.

The main purpose of extracurricular work in a particular specialty is to stimulate interest in learning through various methods: "brainstorming", "microphone", "icebreaker" and others (Smith, 1997).

Thus, the extracurricular activities of future tourism experts are aimed at developing German-speaking competence in future tourism experts as one of the key competencies of a qualified specialist in modern tourism. This trend is defined by the modern innovation society in the context of globalization and integration.

## **Conclusion**

In the course of the research the peculiarities of formation of professional competencies of future tourism specialists are determined. The tourist infrastructure is formed in the post-industrial information society and is determined by the need for specialists who focus on human needs in tourism.

The analysis of the scientific literature on this problem became the basis for statements about the importance of intercultural interaction in tourism, as well as the effectiveness of foreign language competence for tourism experts.

Based on the research, we identified the main professional competencies of the student-tourism scientist, and identified the most priority communicative competencies.

In the course of the research, conceptual peculiarities were formed regarding the acquisition of German-language competence, which determines the European identity and is a necessary condition for the highly professional qualification of the future tourism expert. German-language competence is second only to English and shows the efficiency of the future tourism expert.

It is established that the most effective condition for the formation of professional German-speaking competence of the future tourism expert is extracurricular activities that contribute to the personal growth of future tourism professionals in the development of modern society.

Based on the research, it is determined that for the formation of intercultural competence it is necessary to take into account cognitive abilities and mental conditions, according to the knowledge and relationships between cognitive and affective aspects of young people at the heart of language and culture.

For the effective development of intercultural competence, taking into account the professional components, it is necessary to create the foundations around which the educational process will be built. The basic principle is interdisciplinary connections.

In conclusion, we can say that interdisciplinary connections are undoubtedly a way to implement a unified approach to the qualified personnel training. At the same time, they are also a tool for overcoming the existing contradiction in the theory of teaching between the acquisition of knowledge and formation of skills, on the one hand; and the need for their effective application - on the other.

The principle of interdisciplinary relations simultaneously increases motivation, as students see the applied use of a foreign language within the chosen profession and their own experience is convinced of the need to master a foreign language to improve their professionalism.

The presented study does not exhaust all possible options for the effective activities of future tourism professionals, however, is the basis for identifying the most effective means of developing the professional activities of future tourism professionals. Thus, the formation of German-speaking competence is a special manifestation of the individual growth of a specialist in the tourism industry.

### **Acknowledgment**

Author 1 analyzed some scientific works on this research problem and formed the main approaches in the context of the formation of professional competence.

Author 2 and 6 analyzed and identified the main professional competencies in the context of professional activities of future tourism experts and presented his research in the article.

Author 3 analyzed the theoretical foundations of scientific works and presented the definitions of concepts and terms on the topic.

Author 4 analyzed and organized the list of literature of domestic scientists.

Author 5 and 6 analyzed and systematized the list of literature of foreign scholars.

---

### **References**

---

- Azhezh, K. (2003). *The man talking. The contribution of linguistics to the humanities.*  
[https://platona.net/load/knigi\\_po\\_filosofii/filosofija\\_jazyka/azhezh\\_klod\\_chelovek\\_govorjashhij\\_vklad\\_lingvistiki\\_gumanitarnye\\_nauki/32-1-0-595](https://platona.net/load/knigi_po_filosofii/filosofija_jazyka/azhezh_klod_chelovek_govorjashhij_vklad_lingvistiki_gumanitarnye_nauki/32-1-0-595)

- Bigych, O. B., Voloshinova, M. M., Matsneva, O. A., Rusnak, D. A., Metelkina, O. M., Kirichenko, T. G., ... Okopna, J. V. (2012). *Electronic means of teaching foreign languages to students: experience in development and testing. Electronic teaching aids for students studying foreign languages: experience of development and testing.* KNLU.  
<http://rep.knlu.edu.ua/xmlui/bitstream/handle/787878787/228/Bihych.pdf?sequence=1&isAllowed=y>
- Fairclough, N. (1993). *Discourse and Social Change.* Polity Press.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences.* New York.  
<https://howardgardner01.files.wordpress.com/2012/06/443-davis-christodoulou-seider-mi-article.pdf>
- Gygli, S., Haelg, F., Potrafke, N., & Sturm, J. E. (2019). The KOF globalisation index-revisited. *The Review of International Organizations*, 14, 543–574.  
<https://link.springer.com/content/pdf/10.1007/s11558-019-09344-2.pdf>
- Hobfoll, S. E. (2001). The Influence of Culture, Community, and the Nested-Self in the Stress Process: Advancing Conservation of Resources Theory. *Applied Psychology*, 50(3), 337–421. <https://doi.org/10.1111/1464-0597.00062>
- Ibrahim, J. S. (2010). Providing a motivational-target component of the technology of forming a culture of intellectual work of students based on the resource approach. *Pedagogy, psychology and medical and biological problems of physical education and sports*. 2, 60–64.  
<https://www.sportpedagogy.org.ua/html/journal/2010-02/10yrsbra.pdf>
- Imel, S. (1998). *Transformative learning in adulthood.* Washington.  
[https://www.academia.edu/25166095/Transformative\\_Learning\\_in\\_Adulthood](https://www.academia.edu/25166095/Transformative_Learning_in_Adulthood)
- Kaidalova, L.G. (2011). Self-education and self-development of a teacher of higher education. Problems of labor and professional training. Series 134. The main components of innovation in the training of future teachers. *Science magazine*, 17, 40–48. <http://dspace.nuph.edu.ua/handle/123456789/2967>
- Laclau, E. (1995). Discourse. In R.E. Goodin, P. Pettit, T. Pogge (eds.), *A Companion to Contemporary Political Philosophy* (pp. 431–438). Blackwell Publishing.
- Lunyachek, V. E. (2008). Competence approach as a methodology of professional training in higher education. *New pedagogical thought*, 102(2), 37–45.  
<https://doi.org/10.37026/2520-6427-2020-102-2-37-45>
- Makarov, M. L. (2003). *Fundamentals of discourse theory.*  
[http://yanko.lib.ru/books/cultur/makarov-osnovu\\_teorii\\_diskursa-8l.pdf](http://yanko.lib.ru/books/cultur/makarov-osnovu_teorii_diskursa-8l.pdf)
- McGuckin, E. (2005). Travelling Paradigms: Marxism, Poststructuralism and the Uses of Theory. *Anthropologica*, 47(1), 67–79.  
<https://doi.org/10.2307/25606218>

- Meyer, M., & Wodak, R. (2001). *Methods of critical discourse analysis*. Sage Publications.  
[https://www.fib.unair.ac.id/jdownloads/Materi%20Kuliah/Magister%20Kajian%20Sastra%20dan%20Budaya/Analisis%20Wacana/methods\\_of\\_critical\\_discourse\\_analysis\\_ruth\\_wodak\\_and\\_michael\\_meyer\\_sage\\_publications\\_2001.pdf](https://www.fib.unair.ac.id/jdownloads/Materi%20Kuliah/Magister%20Kajian%20Sastra%20dan%20Budaya/Analisis%20Wacana/methods_of_critical_discourse_analysis_ruth_wodak_and_michael_meyer_sage_publications_2001.pdf)
- Moisejuk, N. E. (2007). *Pedagogy*. Kyiv. <https://westudents.com.ua/knigi/347-pedagogka-moyseyuk-n.html>
- Nerubasska, A., & Maksymchuk, B. (2020). The Demarkation of Creativity, Talent and Genius in Humans: a Systemic Aspect. *Postmodern Openings*, 11(2), 240-255. Retrieved from <https://doi.org/10.18662/po/11.2/172>
- Nerubasska, A., Palshkov, K., & Maksymchuk, B. (2020). A Systemic Philosophical Analysis of the Contemporary Society and the Human: New Potential. *Postmodern Openings*, 11(4), 275-292. doi:  
<https://doi.org/10.18662/po/11.4/235>
- Okopna, J. V. (2013). *Working program of the normative academic discipline foreign language (by professional direction) direction of training. Working program of normative discipline Foreign language (by professional direction)* Directorate of training. NUKhT.  
<http://nzp.tnpu.edu.ua/article/view/127794/122616>
- Padalka, G. M. (2008). *Pedagogy of art. Theory and methods of teaching artistic disciplines*.  
<https://lib.kherson.ua/publ.pedagogika-mistetstva-978-966-8847-79-0>
- Paulhus, D. L., Fridhandler, B., Hogan, G. R., Hayes, S., & John, W. (1997). *Psychological defense: Contemporary theory and research*. Boston.  
<https://www2.psych.ubc.ca/~dpaulhus/research/DEFENSE/downloads/HJB%20chap%20part1.pdf>
- Rickly-Boyd, J. M. (2012), Authenticity & Aura. A Benjaminian Approach to Tourism. *Annals of Tourism Research*, 39(1), 269–289.  
[https://www.academia.edu/1040383/Authenticity\\_and\\_aura\\_A\\_Benjaminian\\_Approach\\_to\\_Tourism](https://www.academia.edu/1040383/Authenticity_and_aura_A_Benjaminian_Approach_to_Tourism)
- Smith, M. B., & Schwartz, S. H. (1997). Values. In J.W. Berry, M.H. Segall, C. Kagitcibasi (eds.), *Handbook of Cross-Cultural Psychology* (pp. 77–118).  
[https://www.researchgate.net/publication/289252331\\_Values](https://www.researchgate.net/publication/289252331_Values)
- Zelenin, G. I., Bryntseva, O. V., & Podorozhna, A. O. (2020). *English language: teaching method. Manual for applicants for higher education OS "bachelor" full-time education special*.  
<http://repo.uipa.edu.ua/jspui/bitstream/123456789/6503/1/dissertation-Zelenin.pdf>