

Towards Teaching and Assessing Future Tourism Specialists Communicative Competence

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Abstract- The integration of the content of general education for a higher education course was reflected in the development of a program of the elective course "English for special purposes (for future tourism professionals)" in a foreign language at the Khoja Ahmed Yassawi International Kazakh-Turkish University. Course indicates the requirements for the quality of preparation of a university student. The structure of the program includes: an explanatory note, the main content, syllabus, the curriculum where the requirements for the level of foreign language proficiency are presented - the presence of communicative competence in the professional field, a list of intermediate control questions, a map of the educational and methodological support of the course, a methodical guide for conducting seminars and SIW and information about equipping classrooms for this elective course. As a result, communicative competence has been formed, which allows to obtain general professional and highly professional knowledge and skills. General professional knowledge and ability include knowledge of the rules and social norms of behavior of native speakers, knowledge of traditions, history, culture, the social system of the countries of the studied language, communicative knowledge, disclosure of the content of communication; ability to start a conversation, translate the correction from the conversation; the ability to select and differentiate the necessary sociocultural material, the ability to correctly interpret verbal and non-verbal behavior based on sociocultural knowledge, the ability to conduct conversation, dialogue, discussion, negotiations, the ability to draw up official documents. Highly specialized knowledge and skills - knowledge of specialized modern terminology, the ability to widely use it in the fields of tourism, hospitality, pedagogy, psychology and finance (Rizakhojayeva G. A. et al., 2017).

Keywords – Teaching and Assessing Future Tourism; Conversation; Dialogue; Discussion; Negotiations; Communication Skills.

1. Introduction

At each stage of the formation of communicative competence, all the substantive elements of the training program were implemented, which consisted of multilevel information content, including grammar, spelling, lexical and phonetic exercises, reading and

listening to texts, speech assignments aimed at developing communication skills, creative and critical thinking future tourism professionals [1]. In each program, the content of the educational work was disclose in stages, and the final requirements for each stage of training were formulated, speech subjects were given, requirements for exams were highlighted, as well as criteria for assessing and self-assessment of the formation of skills in various types of speech activity (Rizakhojayeva G., 2017).

The educational program, built based on psychological readiness for professional activity, included various levels of blocks taking into account the abilities of future specialists in the field of tourism:

- text (work with text, discussions on professional topics and the importance of a foreign language for the successful implementation of special activities);
- exercises (based on material determined by a certain stage of training in the process of forming communicative competence, demonstrate the integration of motivational, substantive, and activity-communicative components);
- speech (competent speech in intonation and phonetic design in role-playing situations close to real professional communication leads to mastery of the levels of communicative competence, which is an indicator of the specialist's professional culture, which meets the requirements of a social order to form a specialist's personality that can be competitive and successfully function on the world labor market).

2. Methods

The organization of experimental work requires the fulfillment of a number of requirements. So, when choosing a possible variant of an experiment, it is necessary to choose the most informative, giving a comprehensive idea of the phenomenon being studied. The most valid, the most representative from the point of view of a sample of objects of study that reflect the

typicality of the phenomena, the shortest in time, less time-consuming while maintaining its results [2].

To organize and conduct effective experimental work, we used the following methods: preliminary, thorough analysis of the problem. Including a historical overview of its manifestation; specification of the hypothesis, its refinement during the study; a thorough analysis of the theoretical and practical development of the problem in pedagogy; a clear statement of the objectives of the study; development of criteria to comprehensively evaluate the results of the experiment; relatively long experimental time; the choice of one age group for the experiment; systematic receipt of information about the course of the experiment and adjustments to the pedagogical process.

The features of the subject of the study determined the choice of the experimental base for testing the theoretical propositions advanced by us. The experiment was conducted based on the International Kazakh-Turkish University named after Khoja Ahmed Yasawi, South Kazakhstan State University named by M. Auezov, Taraz State University named by M. Dulati and the Eurasian National University named by L. Gumilev. 165 future tourism specialists participated in the experiment. Representatives of the university administration, teachers, methodological service workers, scientists of the department of pedagogy (13 people in total) were involved in the experiment during the experiment.

3. Results

Since the ultimate goal of teaching a foreign language is communicative competence, in order to identify the best methods of mastering its content, it was necessary to determine how to form the knowledge, skills and abilities of future tourism professionals. In this regard, we consider it necessary to consider the third organizational and pedagogical condition. The implementation of this condition implies the teacher's possession of the method of pedagogical management at each stage of professional training, knowledge of the criteria for assessing the levels of mastering a foreign language, the ability to correct this process (Suzanne K.).

For language teaching to represent true change not only in theory but also in classroom practice, a reform of goals, materials, and assessment is insufficient. Attention needs to focus on increased opportunities for both preservice and in-service teachers to experience and practice ways of integrating communicative experiences into their lessons for beginning and advanced learners alike. Teacher collaboration with institutional support is essential to promote and sustain collaboration, innovation, and change (Sandra J. Savignon, 2018).

In order to form the basic communicative competence of future specialists in the field of tourism and the development of their lexical and grammatical skills, the author of the dissertation research developed the textbook "English for tourism specialists". The manual consists of sections. Each section consists of exercises for the development of all 4 types of speech activity (reading,

writing, listening and speaking). It is important that the subject of the texts in this study guide has a professional tourist character, which in turn contributes to the development of future specialists' professional communication skills in English. Each text was accompanied by exercises using critical thinking techniques such as Jigsaw reading, omega mapping, sinquein, T-table etc. The work on the formation of lexical and grammatical skills included multiple choice tasks, lexical and grammatical transformations, translation of a short coherent monological or dialogical text from Russian (Kazakh) into English, filling in the blanks, as well as assignments on specific grammatical and lexical topics[3].

The experience of studying at universities shows that in order to optimize the educational process in a foreign language, it is necessary to include special techniques and teaching methods that take into account not only the native language, but also the psychological and ethno-cultural characteristics of individual groups, as well as their professional orientation (Suzanne K., 2018). Therefore, we consider it necessary to implement the second didactic and pedagogical condition for the formation of the communicative competence of students - the use of methods of enhancing educational activity. There is no doubt that it is advisable to use games on a regional geographical basis in the practice of teaching foreign languages to future specialists in the field of tourism. This circumstance is due to the professional necessity of knowing a foreign language both for full communication with its native speakers and for the correct interpretation of facts of national reality by means of a foreign language in subsequent professional activities [4].

In accordance with the identified requirements during the experimental work, we resolved the following issues:

- Determining the effectiveness of the implemented model for the formation of communicative competence of future specialists in the field of tourism.
- Determination of criteria for assessing the effectiveness of the developed model for the formation of communicative competence of future tourism professionals in the process of teaching a foreign language.
- Determining the methodology for collecting empirical material on assessing the effectiveness of the model for the formation of communicative competence of future tourism professionals in the process of teaching a foreign language.
- Determining the level of communication skills among future tourism professionals at the beginning of the experiment, during the implementation of the developed model and based on the results of its implementation.
- Implementation of a scientific interpretation of the research results obtained in the course of ascertaining and formative experiments in order to obtain scientifically significant conclusions.

Thus, in the course of ascertaining and formative experiments, we must determine what is the subject of experimental verification, with the help of which we evaluate. Phenomenon under study, how we do it and what results. general conclusions we received.

In accordance with the questions posed, experimental work was carried out to verify the assumptions made in the hypothesis about the need for the formation of communicative competence of future tourism specialists. The possibilities of using the study of a foreign language as an effective means in solving this problem, identifying ways to increase the effective impact of this pedagogical means and identifying the relationship between the means of pedagogical influence introduced by us (models of forms communicative competence among future tourism specialists in the process of teaching a foreign language) and the results obtained (the level of communication competence among future tourism specialists).

In accordance with the hypothesis and objectives of the study in this chapter, we present the organization and results of the work on the formation of communicative competence of future tourism professionals from stage to stage. Pedagogical research was a system of interconnected and interdependent stages of the experiment, each of which corresponded to specific tasks and research methods [5].

The first stage of the experiment is ascertaining. In the process of this stage, the following tasks were solved:

- to identify the initial level of communicative competence of future tourism professionals at each stage of its formation;
- determine their attitude to this issue and find out an opinion about the need to change conditions in order to effectively form communicative competence.

The second stage of the experiment is formative. His tasks:

- test a model for the formation of communicative competence of future specialists in the field of tourism;
- to develop methodological recommendations, teaching aids and supporting literature (phrasebook) for future tourism specialists to practical classes in the English language with the aim of the most effective formation of communicative competence;
- determine the role of intensive methods and techniques in phased formation of communicative competence of future specialists in the field of tourism.

The third stage of the experiment is the control. The objective of this stage was to analyze and process the data obtained.

The study of the level of formation of the communicative competence of future specialists in the field of tourism was carried out on the basis of its components identified in the theoretical part of pedagogical research: motivational, informative, activity-communicative. To study communicative competence, traditional empirical methods were used: observation, conversations, questioning, testing, interviewing [6].

The questionnaires and tests used by us to study the formation of the levels of communicative competence of future specialists in the field of tourism was developed in accordance with the subject and objectives of pedagogical research.

To determine the initial level of communicative competence of future tourism specialists, tests based on TELIP tests were also used (Morrow C. K., 2018). These tests were designed to assess the communicative competence of students in all types of speech activity: listening, speaking, reading, writing, as well as testing the knowledge of phonetic, spelling, lexical and grammatical systems of the language in accordance with the requirements of international standards from Elementary to Advanced (Morrow C. K., 2018). As noted above (chapter 1), the most important motivational stimulus for learning a foreign language is the desire to expand the general horizons, the leading role in this belongs to the desire to get acquainted with the life of the country of the language being studied. Therefore, the materials of the tests include texts on history, culture, art, mores, customs, traditions, the way of everyday life of the people of the country of the studied language, their views on life, beliefs and hobbies.

According to the results of testing at ascertaining stage of the experiment, we determined the percentage ratio of all tested according to the proposed levels of communicative competence (Table 1): low level, average level, sufficient level, high level [7].

The degree of formation of the communicative competence of future tourism professionals was determined based on self-assessment of this quality by the students themselves, as well as through expert assessment.

As a tool for the quantitative measurement of the studied ability, a test questionnaire was used (Yu-Hsiu Liao, 2016). The verbal test consists of three blocks of judgments: motivational, informative, and active-communicative in nature - which correspond to the three structural components of the model for the formation of communicative competence of future tourism professionals:

At the end of the test, a general average score of self-esteem of this quality for students of experimental groups, as well as indicators of self-esteem of participants according to three parameters: motivational, informative, activity-communicative, were displayed.

Separately, a level analysis of the state of the formation of communicative competence of 165 future tourism specialists who participated in the experiment was carried out. A means of determining the level of formation of communicative competence was the test (Cazden C. B., 2017).

As diagnosticians, an expert group was formed, which included:

- 1) a teacher working with this group of students;
- 2) a representative of a student group (headman);
- 3) a experimenter.

Experts familiarized with the goals and objectives of testing. Expert assessments for each characteristic-judgment averaged. The scores obtained were converted to ranks. The students with the highest number of points were assigned the highest - a high level of formation of communicative competence, the lowest 1 rank result 4 rank (the lowest level of formation of communicative competence. 4 levels were allocated:

- High (7.01 or more points);
- Sufficient (7.00 - 5.18);
- Medium (5.17 - 2.86);
- Low (2.85 or less points).

For an additional analysis of the formation of the motivational component of the communicative competence of students, the R. Cattell questionnaire was used and designed to measure 16 personality factors. It was found that in the experimental groups, compared with the control groups, the number of students who knew how to organize communication, including the ability to listen to an interlocutor, emotionally empathize, show empathy, and solve conflict situations was 2 times greater. As a leading motive in the experimental groups, the need for knowledge of a foreign language related to professional development and future professional activities was advocated by it. The attitude of students on the use of teaching methods of a foreign language was characterized by the following. Students of experimental groups competently expressed their opinion, desire and intentions to form a higher level of communicative competence as a necessary component of professional training. The responses of students in control groups were vague, which indicates unformed professional and personal qualities.

According to the test of J. Weksler (Cazden C. B.,2017), the students of the experimental groups demonstrated the ability to control and regulate their behavior in the classroom, to conduct a conversation, to prove a particular position, to exercise restraint, and the ability to clearly express their thoughts. Students in the control groups experienced problems speaking in the audience were lost in the new environment, experienced psychological discomfort and a sense of anxiety.

The distribution of students according to the level of formation of the motivational component of the relationship of their motives and goals. Students are aware of themselves as subjects of learning activities and sources of activity in learning. They experience positive emotions when setting non-standard tasks. They were characterized by prognostic self-control and self-esteem even before the start of work, high self-esteem and exit from educational activities in self-education [8].

The fourth group of future tourism specialists (high level) is distinguished by motives for improving ways of

communicative competence made it possible to identify four groups of future specialists in the field of tourism and give their quantitative and qualitative characteristics (table 1).

Table 1. The level of formation of the motivational component of the communicative competence of future tourism professionals at the initial stage of experimental work (%)

The level of motivational component of communicative competence	Controlgroup (CG)	Experimental group (EG)
low	21	20
medium	64	68
sufficient	15	12
high	-	-

The first group (low level) characterized by instability of motives, the prevalence of motives for avoiding trouble. The activity dominated by individualistic motives. A general unstable positive attitude towards learning, depending on the situation, is noted. They explain their failures with external causes.

Future specialists of the second group (the average level of formation of the motivational component) understand the relationship of the result with their capabilities. They were characterized by motives of their own goals, educational and cognitive motives as an interest in different ways of obtaining knowledge, a conscious correlation of motives and goals of their actions. Setting goals is combined with the subjective probability of success, the ability to determine the expenditure of time and effort to achieve the goal. They are inclined to explain the reasons for their successes and failures both with the objective difficulty of the task, and with their efforts in this task.

Students of the third group (a sufficient level) were characterized by motives for improving the methods of educational and cognitive activity (self-education), awareness.

cooperation with another person in the course of educational and cognitive activities. They are dominated by motives of responsibility based on awareness of participation in the results of joint educational activities. They are characterized by a stable optimistic internal mood, an active position in the team. They explain their successes and failures by internal reasons, strive to expand the range of their capabilities, the level of claims and their implementation.

In the next block of the questionnaire, students were required to evaluate four types of speech activity on a ten-point scale. Their answers are given in table 2.

Table 2. Questionnaire results

Stages of the process of formation of communicative competence	Types of speech activity	Distribution of respondents by the level of assessment of speech activity (on a 10 point scale)										Mid point
		Sum of points										
		10	9	8	7	6	5	4	3	2	1	
I	listening	6	60	10	3	5	-	1	-	-	-	8,65
II		40	30	20	16	9	-	-	8	-	-	8,29
III		35	28	26	25	9	7	-	-	-	-	7,70
I	speaking	4	2	5	20	11	16	3	14	10	-	5,39
II		-	50	18	23	15	17	-	-	-	-	7,56
III		-	20	45	20	25	20	-	-	-	-	7,15
I	reading	15	32	18	20	-	-	-	-	-	-	9,03
II		7	32	31	12	22	8	11	-	-	-	7,36
III		22	20	50	18	-	20	-	-	-	-	7,89
I	writing	-	23	30	22	-	5	-	-	-	5	7,42
II		28	15	17	18	-	13	11	10	11	-	6,81
III		20	19	13	26	20	20	-	-	12	-	6,93

Evaluation data of work methods for four types of speech activity are interesting in different respects. First of all, the average mark (from "9.03" to "5.39") is direct evidence of the ambiguous attitude of students to the methods

used in various types of speech activity at each stage. In addition, data on the assessment of teaching methods for each type of speech activity are also very indicative. The highest scores rated methods of work on listening by the number of tested overwhelming. Of the 85 at the first stage, points from "10" to "8" were awarded to 76 people. Out of 12 in the second - 69. Of 130 in the third - 89. No one put the lowest score. We consider it possible to explain such results by the attractiveness of the type of speech activity itself, as well as by the fact that the listening work was based on the given content and with

more or less the same awareness of the participants about the subjects of the listening texts.

The second type of speech activity shows a decrease in the average score. At the first stage, the assessment varies from "10" to "2" points, with the largest number of students giving marks "7" (20 people), "5" (16 people) and "3" (14 people). In the second and third stages, no one gave the highest score. Although 50 students gave a score of "9" points in the second stage, and 45 - "8" points in the third. We believe that high marks were given by students who were prone to

reflection, analysis of various problems of life around them, and their subjective attitude largely depended on purely individual characteristics: emancipation, sociability, and intellectual level.

Table 3. Percentage of errors

Stages of the process of formation of communicative competence	Percent of errors %			
	phonetical	grammatical	lexical	orphographical
I	20	40	15	25
II	30	36	16	18
III	20	28	37	15

According to the table, we can conclude that the number of errors is distributed extremely unevenly. Exceptions are lexical and spelling errors in the second stage: 16% > - 18% > and phonetic and spelling errors in the third - 20% > - 28%. In addition, the number of errors of

different components varies both in large - lexical errors - from 15% to 37%), and in the lower direction - grammatical errors from 40% to 28%, spelling - from 25% > to 15% at each stage. Fig. 1 illustrates the data in table 4

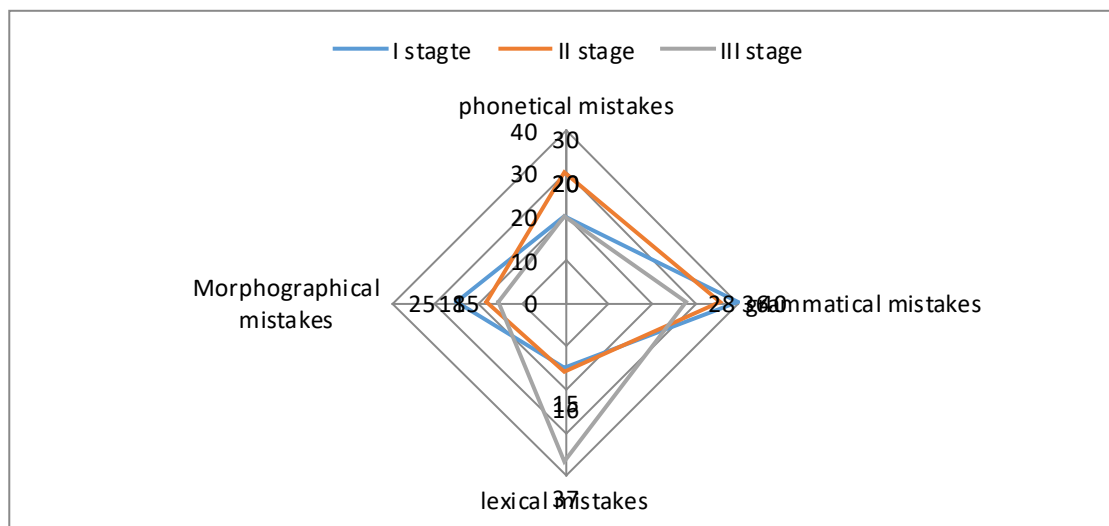


Fig 1. The diagram to table 4

As can be seen from the presented diagram, the columns are not proportional, which indicates the insufficient formation of the content component, and, as a result, the lower than expected level of formation of communicative competence.

For a more understandable interpretation of the results, we will present the levels of formation of the informative component of the communicative competence of future tourism professionals in tabular form (table 5). As can be seen from the table 5 both in the control and in the

experimental groups there is no high level of formation of the substantial component of communicative competence, which once again proves the need to introduce a new model for the formation of communicative competence and the technology for its implementation.

We emphasize the interconnectedness and interdependence of the constituent components of communicative competence. The formation of the activity-communicative component determines the possession by future specialists of knowledge of the

phonetic, lexical, grammatical, spelling nature of the language, i.e. the formation of the substantive component of communicative competence. Criteria indicators of the activity-communicative component are presented in table 6.

Table 4. Criteria indicators

Stage of the process of formation of communicative competence	Replicas		Speaking		Independence of speech		Connection of phrases	
	<u>Sum of %</u>		Sum of syllables %		<u>Sum of phrases %</u>		<u>Sum of phrases %</u>	
	Future specialists	Teachers	Future specialists	Teachers	Future specialists	Teachers	Future specialists	Teachers
beginner	<u>6320</u> 50.6%	<u>4320</u> 49.4%	<u>20030</u> 61.9%	<u>12330</u> 38.1%	<u>4826</u> 58%	<u>3494</u> 42%	<u>6090</u> 73.2%	<u>2230</u> 26.8%

The indicators presented in the table, first of all, indicate a low level of speech activity of future specialists in the field of tourism. The number of teacher's replicas at the initial stage of the study was quite large compared to the number of students' statements, their percentage ratio was 50.4% - 40.6%. The percentage ratio between the volume of speaking of students and the teacher (calculated in syllables), namely - 61.9% - 38.1%, indicates that in speech activity the main condition under which the speech activity of students should be significantly quantitatively prevail over the speech activity of the teacher and evenly distributed as far as possible between group members not yet embodied. That is, the speech for 6090 statements of students there are 2230 statements that are logically unrelated to previous sentences, which is 73.2% and 26.8%.

To calculate the level of formation of the activity-communicative component of communicative competence, we used the formula:

$$P = \frac{\sum_{i=1}^n n_i}{nN}, \tag{2}$$

Here P – the coefficient of formation of the component of communicative competence

n – volume of speech activity;

n^i - the result of the future specialist with the highest rate;

activity basically had the character of communication organized and adjusted by the teacher, and not by the future tourism specialists themselves. The data of the first two criteria indicators are also supplemented by indicators of the independence of speech activity from a direct incentive to speak and write by the teacher. It is noteworthy that the percentage of expressions caused by the direct motivation of the teacher is more than 30%. This indicates the non-initiative speech of students, that speech activity largely proceeds with the direct intervention of the teacher [10]. A positive trend can be traced in the criterial indicator of interconnectedness of replicas. Although they are not high: N – the number of students participating in the test;

$\sum n_i$ - the average value of all the criteria of the activity-communicative component.

Table 5. The level of formation of the activity-communicative component of the communicative competence of future tourism professionals at the initial stage of the experimental work, by %

Formation levels of the activity-communicative component of communicative competence	Control group (CG)	Experimental group (EG)
Low	29	28
Medium	35	36
Sufficient	36	36
High	0	0

Thus, the study conducted at a ascertaining stage and the analysis of the data obtained made it possible to adjust the work at the formative stage of the pedagogical experiment, the purpose of which was to verify the effectiveness of the designed model and its technology for the formation of the communicative competence of future tourism specialists.

4. Acknowledgement

To study the initial level of students' knowledge at a ascertaining stage, we used observation, conversations, questionnaires, and testing. Each form of assessing the formation of communicative competence had its own task, which made it possible to get a real picture of its levels for future tourism professionals. Testing results showed that the expected level of formation of communicative competence for each stage is higher than the real one.

The difference in the expected level of formation of communicative competence for each stage from the actual one confirmed our hypothesis about the need to implement the model we designed and the technology for implementing the presented model for the formation of communicative competence of future tourism professionals.

For this, even at a ascertaining stage, the total number of future specialists in the tourism sector was divided into control and experimental groups.

The participants in the control and experimental groups at the first (ascertaining) stage of the experimental work on the formation of communicative competence continued their studies at the university in the corresponding groups of universities at the second and third stages of the formation of communicative competence.

For control and experimental groups, variable and nonvariable conditions were determined. Unevaluable conditions included: the composition of groups, the level of student achievement, the number of class hours, hours intended for consultation and independent work. Variable conditions in the experimental groups included a model for the formation of communicative competence of future specialists in the field of tourism.

Training in the elective course "English for special purposes (for specialists in the field of tourism)" did not violate the integrity of the educational process, was carried out as part of existing curricula and logically fit into all types of classroom studies in experimental groups.

To control the process of formation of communicative competence in the experimental groups and identify the effectiveness of the technology of its formation, various diagnostic tools were used.

As diagnostic tools, we used tasks for reproduction and application, tasks for value choice, "neutral" and "independent" tasks, solving problem and research problems, questionnaires, tests, conversations and observations. "Neutral" tasks contained a wording that was not orienting in response to the use of linguistic knowledge. By the fact of the use of linguistic knowledge in the answer and their specific content, it was possible to judge whether the students had the knowledge they received and their significance for them. "Independent" tasks were of a general nature and, by the wording of the questions, were not directly related to any particular topic, but required the handling of knowledge in various types of speech activity. Tests, questionnaires, conversations, observations were diagnostic tools of an auxiliary nature.

At the stage of studying new material, comparison tests, sampling, and additions were used. At the stage of consolidation of the studied material, addition, comparison, and ranking tests were most often used. To improve knowledge and skills, add-on tests were used, recalling random tests.

The applied test tasks made it possible to check not only the level of formation of communicative competence, but also the content of the developed elective course program, practical, independent, tests, individual tasks, but also developed methodological recommendations that facilitate and accelerate the process of mastering special knowledge, skills in the field of foreign language. To check the completeness of acquired knowledge on the course and their assessment, current tests (Avgousti M. I.,2018) were developed on the studied grammar, lexical topics and final tests, including work in all types of speech activity.

Comparison of the results of completed tasks in control and experimental groups in order to identify the quality of knowledge, skills in a foreign language captures a higher level of formation of components of communicative competence in students of experimental groups. Moreover, the levels of formation of the components of communicative competence in the experimental groups were significantly ahead of the changes that occurred in the control groups. This convincingly proves the effectiveness of the model developed and implemented by us and the technology for implementing the presented model and the technology for its implementation at each stage of the formation of the communicative competence of future tourism professionals.

Thus, the analysis of the data showed that in the experimental groups there is a pronounced tendency for future specialists to recognize the need and importance of increasing the level of formation of communicative competence. It is noted that in experimental groups the level of formation of the motivational component is higher than the substantive and activity-communicative components, which allows us to distinguish it as a system-forming. It is he who contributes most to the formation of sustainable motives associated with further professional activity.

5. Discussion

At the final stage of the experimental work, we performed an analysis of the levels of formation of the

motivational component of the communicative competence of future specialists in the field of tourism. For the analysis, the same tests were used as at the consulting stage of the experimental work, in order to see whether there are progressive changes in the formation of the communicative competence of future tourism specialists after the introduction of our model, its implementation technology and study guides for the English language course . The results are reflected in the table 8 and figure 2.

Table 6. The level of formation of the motivational component of the communicative competence of future tourism professionals at the final stage of experimental work, by %

The levels of formation of the motivational component of communicative competence	Control group (CG)	Experimental group (EG)
Low	2	0
Medium	35	20
Sufficient	60	32
High	3	48

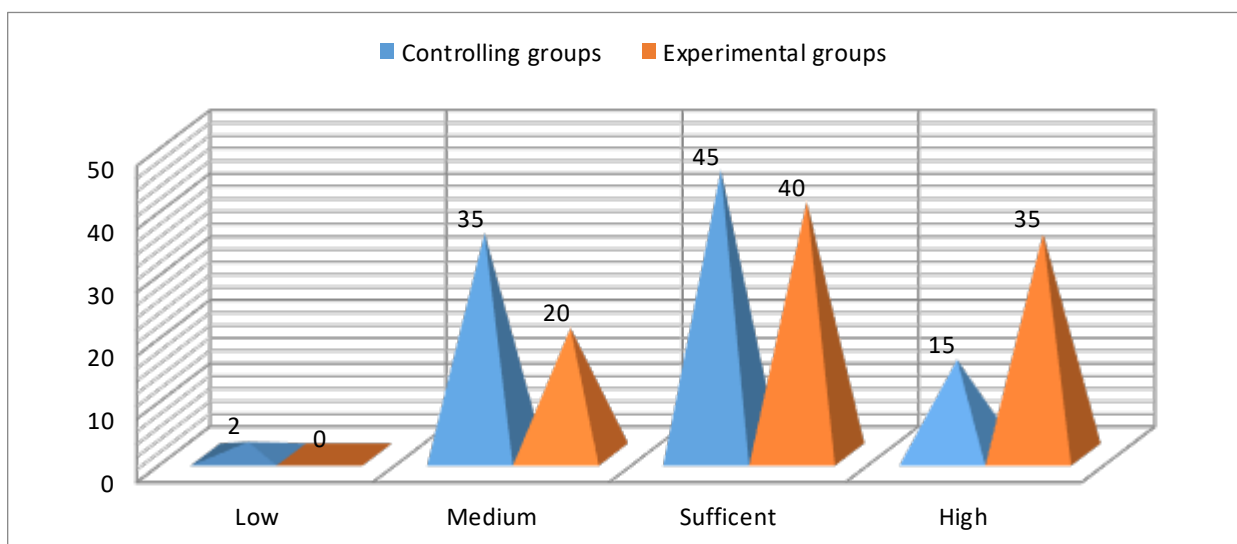


Fig 2. The diagram to the table 8.

As can be seen from the table 5 and the figure 2 the experimental work done based on the introduction of the model and the technology for its implementation, as well as the elective course and study guides, had a positive effect on the formation of the motivational component of the communicative competence of future tourism specialists. Compared with the control groups in the experimental groups, there are significantly more future tourism professionals with a high level of formation of the motivational component, their percentage is 48% of the total number of students in the experimental group.

Having completed the formation of the motivational component of the communicative competence of future specialists, we proceed to consider the formation of the content component. Together with the diagnostic tools listed above, the effectiveness of the process of phased formation of the content component was recorded using the registration method (Valeeva R. A., 2016). It was used to fix the presence of a certain quality (1) or its absence (0). Using this method, it was impossible to measure the quality of knowledge, but it

allowed the teacher to judge by the mistakes made about the insufficient development of certain components of the content component.

Table 7. The number of errors in written and oral statements at each stage of the experimental work, by %

Stages of formation of communicative competence	Groups	Sum of mistakes					
		0...5		6...10		Более 10	
		Writing statements	Speaking statements	Writing statements	Speaking statements	Writing statements	Speaking statements
I	CG	20	25	30	39	50	46
	EG	20	24	31	38	50	48
II	KG	24	48	50	23	26	29
	EG	50	48	30	30	20	22
III	CG	46	47	30	28	24	25
	EG	90	92	10	8	0	0

Table 7 shows a general decrease in the number of errors in written and oral statements in the experimental groups compared with the control. If at the first stage of the forming experiment the ratio of students in the control and experimental groups was approximately the same in terms of the number of errors, then already at the second stage in the experimental groups the number of errors made began to decrease markedly. At the third stage, 24% of students in the control groups continued to make 10 or more mistakes in oral and written statements, while in the experimental groups this indicator decreased to 0% in written and oral statements.

In order to determine the state of the substantial component of the communicative competence of future tourism specialists in four types of speech activity, after conducting experimental training, a final section was

made using the same exercises and tests as at the constituting stage of the experimental work. The average mark of possession of types of speech activity was determined by the formula 1. Thus, it was determined that the average mark of speaking is 11.4; listening - 7.0; reading - 12.5; letters - 7.2.

When comparing the test results of the initial and final levels of ownership of types of speech activity, it becomes obvious that the total average score for types of speech activity at the control stage of the experimental work exceeds the total average score for types of speech activity at an ascertaining stage of the experiment.

The results of the final stage and the comparative results of the state of communicative competence of future specialists in the field of tourism before and after experimental training are shown in table 8.

Table 8. Comparative results of the state of communicative competence of future tourism professionals before and after the experiment

Type of speech activity	Type of tasks	Communication skills		The difference in communication skills (average score)
		Before experiments(average score)	After experiments (average score)	
Speaking	Compose a monologue / dialogue	8,4	11,4	3,0
Listening	Listening the audiomaterials and answering to the questions	6,2	7,0	0,8
Reading	Reading the texts and answering to the questions	11,25	12,5	1,25
Writing	Writing essay (composition)	6,0	7,2	1,2
Total average point		7,96	9,59	

Thus, the analysis of the data table indicates a positive trend in improving speech; activation of lexical and grammatical structures, their spontaneous use; that is, achieving a higher level of the substantive component of component of the communicative competence of future tourism professionals is presented in the table 11 and are illustratively shown in the figure3.

communicative competence in the process of its phased formation. The final results of the formation of a substantial

Table 9. The level of formation of the substantive component of the communicative competence of future tourism specialists at the final stage of the experimental work, by %

Levels of formation of the substantive component of communicative competence	Control group (CG)	Experimental group (EG)
Low	8	0
Medium	46	8
Sufficient	46	40
High	0	52

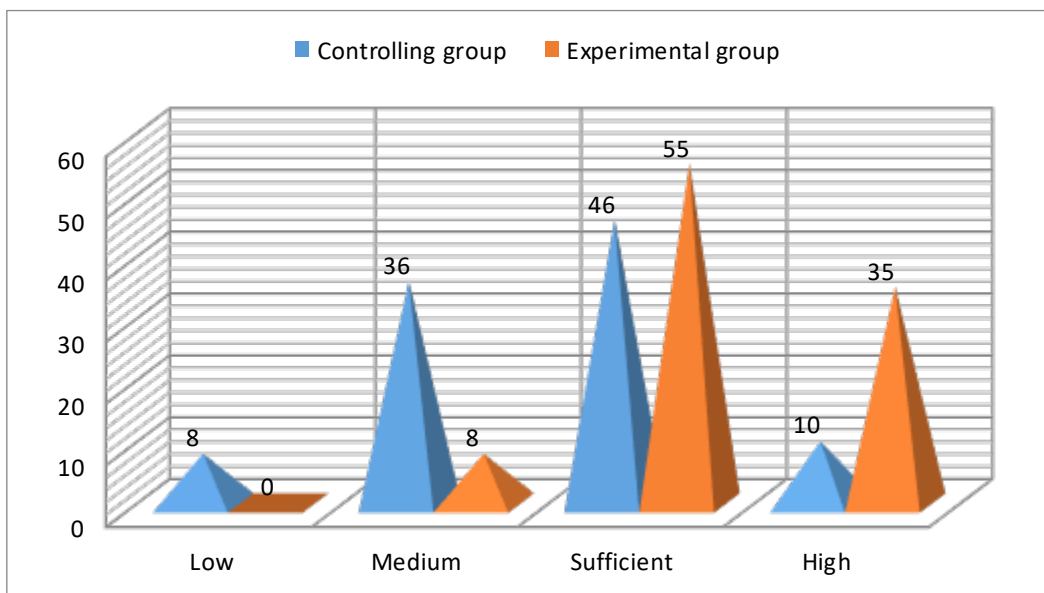


Fig 3. The diagram to the table 11

For a quantitative assessment of the levels of formation of the activity-communicative component of communicative competence with the diagnostic methods already mentioned at a ascertaining stage, we also used the registration method and rank measurements. The final result of the formation of the activity-communicative component of the communicative competence of future tourism professionals is presented in the table 13 and are illustratively shown in the figure 4.

The data table 9 characterize the process of formation of communicative competence in the control and experimental groups according to the criteria of its activity-communicative component.

The absolute increase in the number of replicas of future specialists in the tourism sector and a decrease number of teacher's replicas are obvious: from 38% at the first stage to 14% at the third stage in the experimental groups compared with the control 36% at the first stage and 57% at the third stage, respectively. Data on the percentage of expressions caused by the teacher confirmed the trend of greater independence of speech activity of students from stage to stage: from 31% in the first stage to 11% in the third stage in the experimental groups and from 50% in the first stage to 52.3% in the third stage in control groups. The percentage of interlinked replicas also became higher: from 64% in the

first stage to 89% in the third stage in the experimental groups. In the control groups, this percentage was less noticeable: from 50 in the first stage to 52.7% in the third stage.

Table 10. Characteristics of future tourism professionals by criteria criteria of the activity-communicative component of communicative competence

Criteria of activity-communicative component of communicative competence	Control group (CG)			Experimental group (EG)		
	I stage	II stage	III stage	I stage	II stage	III stage
Number of replicas of future specialists	64	76	43	62	75	86
Number of replicas of teachers	36	24	57	38	25	14
% statements caused by the teacher	50	50,5	52,3	36	29,3	11
% interconnected replicas	50	49,5	52,7	64	71,7	89

Table 11. The level of formation of the activity-communicative component of the communicative competence of future tourism professionals at the final stage of the experimental work, by %

Formation levels of the activity-communicative component of communicative competence	Control group (CG)	Experimental group (EG)
Low	10	0
Medium	55	56
Sufficient	35	34
High	0	10

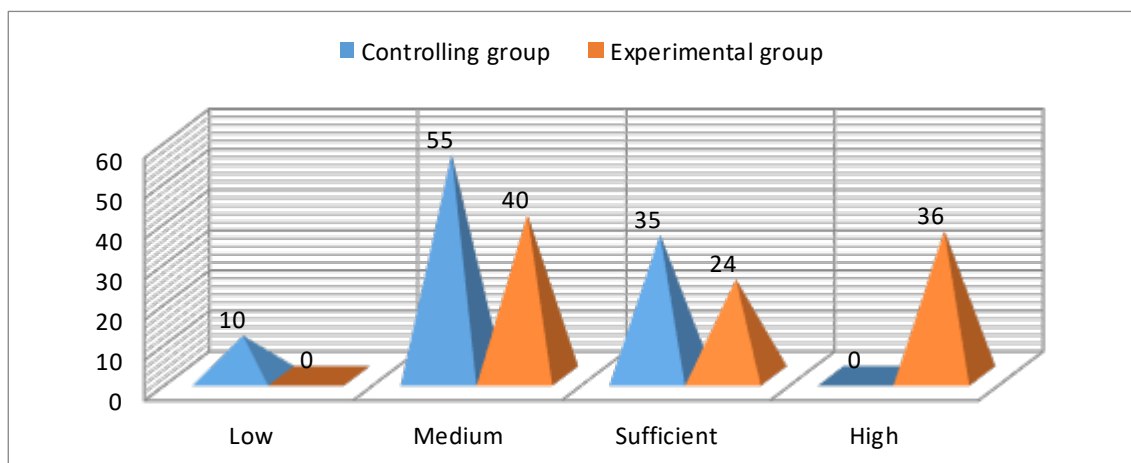


Fig 4. The diagram to the T ables 11,12.

In order to identify the general level of communication skills of future tourism professionals for professional activities, we identified 3 criteria (P1, P2, P3) that characterize the state of communicative competence, which correlated with the level of formation, i.e. with their qualitative description: low, medium, sufficient and high. Thus, the general level of formation of the communicative competence of future tourism professionals R is calculated according to the following formula:

An analysis of the results of the diagnostic tools allowed us to present table data on the distribution of students by the level of formation of communicative competence at each stage of its formation in the control and experimental groups (see table 13).

According to the table, it is obvious that students in the control groups have advanced in their knowledge of English. The number of students in the control and experimental groups with an average level was approximately the same at the end of stage I. However,

the number of students in the experimental groups with a sufficient level exceeded the tested in the control groups by two times.

At the second stage, the predicted level of formation of communicative competence (a sufficient level) in the control groups was owned by 35% of the tested, while in the experimental groups this indicator exceeded 80%. In these same groups, students with a high level averaged 40%.

The third stage in the formation of communicative competence made the following changes in the level of formation of the communicative competence of future tourism specialists in the control groups: average level - 45%, sufficient - 40%, high level - 15%. But, this progress was insignificant in comparison with the results of the experimental groups. In experimental groups, the formation of communicative competence began with sufficient: it was owned by 82% of future tourism professionals; high level - 54%.

Table 12. An analysis of the results

Communicative competency levels	Stages	Control groups (CG)	Experimental groups (EG)
Low	I	38	32
	II	-	-
	III	-	-
Medium	I	50	50
	II	56	-
	III	45	-
Sufficient	I	12	18
	II	35	82
	III	40	46
High	I	-	-
	II	9	18
	III	15	54

The transition from one level to another does not imply a dialectical negation of the previous one. Thus, the elementary knowledge prevailing in the early stages is rethought in the process of subsequent linguistic activity, thereby transitioning to a qualitatively different level of communicative competence. In this case, the psychological mechanisms of exteriorization of

knowledge and skills of the previous level to practical activities are implemented and the skills of operating them in various types of speech activity are improved.

In fig 5 and 6 results are plotted based on the average values of the data in table 12, which clearly represent the level of formation of communicative competence at each stage.

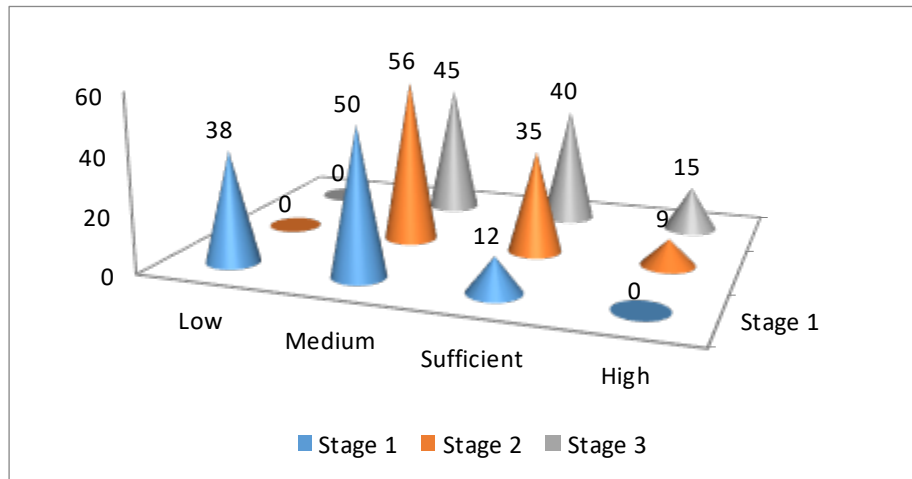


Fig 5. Distribution of future tourism professionals in the control groups by the level of formation of communicative competence (according to the tables)

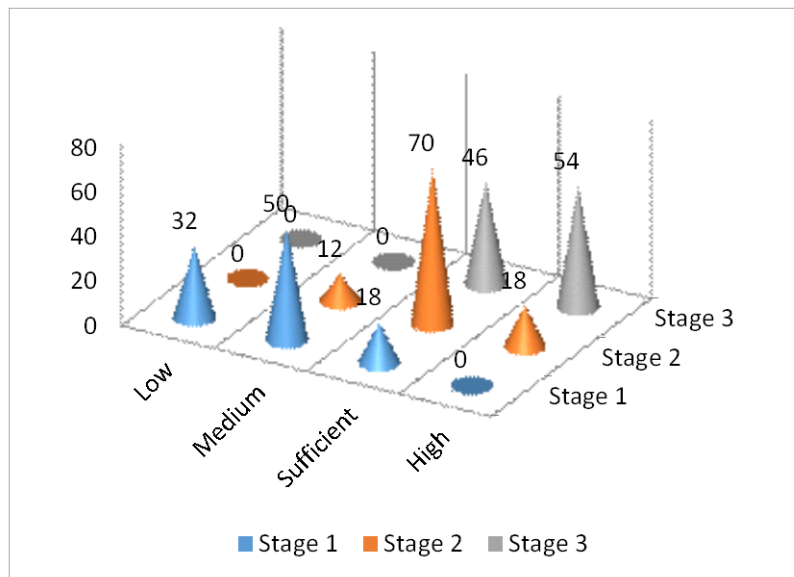


Fig 6. Distribution of future tourism specialists in experimental groups by the level of formation of communicative competence (according to the table)

6. Conclusion

Thus, the presented results of pedagogical research have allowed us to conclude that the developed model for the formation of communicative competence of future specialists in the field of tourism and the technology for its implementation effectively fits into the process of tourism education, which confirms the research hypothesis. All students in the experimental groups at each stage not only reached the predicted level of

formation of communicative competence, but also half of them exceeded the expected results, that is, they mastered the highest level of formation of communicative competence - the level of fluency. It should also be noted that the established levels of communicative competence of future tourism professionals correspond to the scale of levels presented in the Council of Europe Document “Common European Competences in Foreign Language Proficiency: Study, Teaching, Assessment”.

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