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LINGUISTIC AND COMMUNICATIVE CREATIVITY MODEL IN ENGLISH LANGUAGE LEARNING: IMPLEMENTATION FOR TOURISM SPECIALISTS

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This study examines the effectiveness of organized creative communication education events with an emphasis on professional development and service quality enhancement in the tourism sector. The study utilizes a mixed methods approach involving 127 tourism undergraduates from three universities divided into experimental (n=64) and control (n=63) groups. The study includes three main phases: initial assessment of communication barriers, implementation of a systematic training regime and evaluation of lasting outcomes. The training program combined academic frameworks with practical applications, emphasizing intercultural communication, crisis management and innovative problem-solving strategies. This study makes a significant contribution to the understanding of how creative communication competences can be developed and sustained in tourism professionals. The results suggest that systematic intervention can create lasting and beneficial transformations in personal behavior and organizational ethos. The expanding tourism sector is facing new challenges, making the development of creative communication skills through structured training a crucial investment for both individual and organizational success. This study enhances tourism education and professional development by providing an evidence-based framework for creative communication training.

Key words: *linguistic creativity, communicative competence, English for specific purposes, tourism education, creative language learning.*

АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ ЛИНГВИСТИКАЛЫҚ ЖӘНЕ КОММУНИКАТИВТІК ШЫҒАРМАШЫЛЫҚ МОДЕЛІ: ТУРИЗМ МАМАНДАРЫНА АРНАЛҒАН ЗЕРТТЕУ

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Бұл зерттеу кәсіби дамуға және қызмет көрсету сапасын арттыруға бағытталған туристік индустриядағы шығармашылық коммуникация бойынша құрылымдық оқыту қызметінің тиімділігін зерттейді. Зерттеуде аралас әдіс қолданылды, оған үш университеттен туризм мамандығы бойынша білім алатын 127 бакалавриат студенті қатысты. Олар эксперименттік топқа (n=64) және бақылау тобына (n=63) бөлінді. Зерттеу дизайны үш негізгі кезеңді қамтыды: коммуникация мәселелерін бастапқы бағалау, құрылымдық оқыту бағдарламасын жүзеге асыру және ұзақ мерзімді нәтижелерді бағалау. Оқу бағдарламасы теориялық негіздер мен практикалық қолдануларды біріктіріп, мәдениетаралық коммуникация, дағдарысты басқару және мәселелерді шешудің инновациялық әдістеріне баса назар аударды. Бұл зерттеу туризм мамандарында шығармашылық қарым-қатынас дағдыларын қалай дамытуға және қолдауға болатынын түсінуге маңызды үлес қосады. Зерттеу нәтижелері құрылымдық араласулар жеке тәжірибеде және ұйымдық мәдениетте тұрақты оң өзгерістер тудыруы мүмкін екенін көрсетеді. Туризм индустриясы дамуын жалғастырып, жаңа қиындықтармен бетпе-бет келе жатқандықтан, жүйелі оқыту арқылы шығармашылық қарым-қатынас дағдыларын дамыту жеке тұлғаның да, ұйымның да табысына құнды инвестиция болып табылады. Бұл зерттеу шығармашылық қарым-қатынасты оқытудың ғылыми-зерттеу негізін құра отырып, туристік білім мен кәсіби дамуға ықпал етеді.

Түйінді сөздер: *лингвистикалық шығармашылық, коммуникативтік құзыреттілік, нақты мақсаттарға арналған ағылшын тілі, туристік білім, шығармашылық тіл үйрету.*

МОДЕЛЬ ЛИНГВИСТИЧЕСКОЙ И КОММУНИКАТИВНОЙ КРЕАТИВНОСТИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ: РЕАЛИЗАЦИЯ ДЛЯ СПЕЦИАЛИСТОВ ПО ТУРИЗМУ

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В данном исследовании изучается эффективность структурированных учебных мероприятий по креативной коммуникации в индустрии туризма, направленных на профессиональное развитие и повышение качества обслуживания. В исследовании использован смешанный метод, в котором приняли участие 127 студентов бакалавриата по туризму из трех университетов, разделенных на экспериментальную ($n=64$) и контрольную ($n=63$) группы. Структура исследования включает три основных этапа: первоначальная оценка коммуникативных проблем, реализация структурированной программы обучения и оценка результатов. Тренинговая программа объединила теоретические основы с практическими приложениями, сосредоточившись на кросс-культурной коммуникации, управлении кризисами и инновационных методах решения проблем. Данное исследование вносит значительный вклад в понимание того, как можно развивать и поддерживать творческие коммуникативные способности у профессионалов в сфере туризма. Результаты исследования показывают, что структурированное вмешательство может создать устойчивые позитивные изменения в индивидуальной практике и организационной культуре. Поскольку индустрия туризма продолжает развиваться и сталкиваться с новыми вызовами, развитие творческих коммуникативных способностей с помощью систематического обучения представляет собой ценную инвестицию в успех как отдельного человека, так и организации. Данное исследование вносит вклад в образование и профессиональное развитие в сфере туризма, предоставляя научно обоснованную основу для обучения творческой коммуникации.

Ключевые слова: лингвистическая креативность, коммуникативная компетенция, английский язык для специальных целей, туристическое образование, креативное обучение языку.

Introduction. The evolving landscape of the contemporary tourism sector requires specialists who demonstrate not only superior language skills but also innovative communication strategies. The combination of language ability and creative thinking is becoming increasingly important in equipping tourism workers for international business communication challenges [1, p. 895]. This study examines the growing demand for new methodologies in English language teaching in tourism-oriented education programs.

The rapid transformation and increasing internationalization of the tourism sector has created new requirements for language training. Traditional English language teaching methods are often inadequate for the complex communicative scenarios learners face in professional settings [2, p. 215]. The concept of linguistic and communicative creativity has emerged as a possible remedy to reconcile the mismatch between academic training and practical demands.

Recent studies have underlined the importance of innovative language practices in professional settings. Ap and Wong (2001) argue that competent tourism workers need to go beyond traditional linguistic frameworks in order to skillfully manage diverse circumstances [3, p. 560]. This perspective is in line with Skalicky (2017) claim that language creativity is a crucial tool for overcoming barriers in intercultural communication [4, p. 352].

While the importance of creativity in professional communication is recognized, there is a significant gap in how creativity-oriented language learning methodologies can be effectively incorporated into tourism education. Contemporary teaching methodologies sometimes prioritize standardized linguistic structures at the expense of innovative communication techniques [5, p. 349]. This study fills this gap by analyzing the implementation of a specific model for linguistic and communicative innovation.

The theoretical foundation of this study is constructed through the integration of three major theoretical paradigms that together form a comprehensive framework for understanding linguistic and communicative creativity in tourism education.

Cognitive-Linguistic Theory Building upon Chomsky's concept of linguistic competence and creativity [6, p. 52], we extend this fundamental theoretical base to incorporate the cognitive mechanisms underlying creative language use in professional contexts. This theoretical strand explains how tourism professionals develop and utilize their inherent capacity for linguistic innovation, particularly in novel communicative situations. The theory supports our model's emphasis on developing flexible linguistic responses through cognitive restructuring and creative problem-solving.

Socio-Professional Communication Theory Drawing from Lacarcel et al. professional communication paradigm [7, p. 691], we incorporate the social and professional dimensions of language use specific to the tourism industry. This theoretical component explains how communicative competence develops within specific professional contexts and how social factors influence creative language use. This theoretical strand justifies our focus on situation-specific creative responses and cultural adaptation in the model.

Dynamic Systems Theory in Language Learning We integrate recent theoretical developments in Dynamic Systems Theory (DST) as applied to language learning [12, p. 913], which views language development as a complex, non-linear process influenced by multiple interacting variables. This theoretical

perspective helps explain how different elements of our model – linguistic competence, creative thinking, and professional skills – interact and develop simultaneously.

The integration of these three theoretical paradigms creates a comprehensive framework by explaining the cognitive mechanisms underlying creative language use in professional settings, accounting for the social and contextual factors influencing communication in tourism, providing a theoretical basis for understanding how creative communication skills develop over time and justifying the methodological choices in our model implementation.

This unified theoretical construction guides our methodological approach by informing the design of creative language laboratories that combine cognitive development with practical application, supporting the implementation of professional simulation workshops that integrate social and contextual factors, providing a theoretical basis for our dynamic assessment framework, justifying the integration of digital learning platforms and mentoring systems as complex system components.

The synthesis of these theoretical perspectives provides a robust foundation for understanding how linguistic and communicative creativity can be developed in tourism professionals, while also explaining the mechanisms through which our intervention program achieves its outcomes.

The study aims to develop and implement a model of linguistic and communicative innovation for tourism professionals; to evaluate the effectiveness of this model in developing language competence and creative communication skills; to assess the impact of innovative language acquisition methods on the development of professional competences; to identify the key factors influencing the effective implementation of creativity-based language learning.

The research addresses the following questions:

1. What is the impact of the implementation of the linguistic and communicative creativity model on tourism students' English language learning outcomes?
2. What are the key elements of an effective creativity-orientated language learning strategy for tourism professionals?
3. How do learners perceive and interact with innovative language learning methodologies?
4. What are the variables that promote or hinder the effective implementation of creativity-based language learning?

This study advances the field of English for Specific Purposes (ESP) by providing empirical evidence about the effectiveness of creativity-oriented methodologies in language teaching. The results provide valuable guidance for curriculum writers, language educators and educational institutions aiming to develop tourism-oriented language programs. The study also provides a theoretical framework for understanding the link between linguistic innovation and the development of professional competence.

Recent research by Lacarcel et al. has extended this paradigm to include aspects of professional communication relevant to the tourism sector. Their model emphasizes the importance of innovative problem solving in intercultural communication contexts as a key element of language use in tourism [7, p. 691].

Research increasingly recognizes the importance of language creativity in professional settings. Research shows that innovative language practice is significantly related to effective problem solving in tourism communication [8, p. 460]. This conclusion is supported by longitudinal research showing that customer satisfaction increases when service providers demonstrate linguistic adaptability and innovation [9, p. 123].

The tourism sector presents different challenges for language learners, requiring a mix of linguistic sensitivity and innovative communication techniques. Recent studies emphasize the importance of situational adaptation and innovative problem solving in tourism-related communication [10, p. 12439]. Wang and Li's research shows that effective tourism professionals consistently use innovative language techniques to overcome communication barriers [11, p. 652].

Numerous strategies for innovative language acquisition have emerged in recent years. The Dynamic Creative Language Learning paradigm emphasizes the combination of creative thinking methodologies with traditional language acquisition techniques [12, p. 913]. This concept has shown encouraging results in various professional settings, but its use in tourism-specific education has not yet been sufficiently explored.

Materials and methods. This study employed a mixed-methods research methodology integrating quantitative and qualitative methodologies to provide a comprehensive account of the implementation and effectiveness of the linguistic and communicative creativity model. The study was conducted over two academic terms (32 weeks) and included both experimental and control groups.

The study involved 127 undergraduate tourism students from three institutions divided into experimental (n=64) and control (n=63) groups. Participants were matched according to their age (19-22 years), previous language learning experience, and initial English skill level (B1-B2 according to CEFR).

The intervention program (Figure 1) was structured as a 16-week comprehensive intensive course meeting three times a week for 90-minute sessions. This new strategy combined traditional ESP (English for Specific Purposes) techniques with creativity-enhancing strategies specifically designed for professionals in the tourism sector. The program was based on the premise that effective communication in tourism requires both linguistic proficiency and innovative problem-solving skills, especially in unpredictable situations or cross-cultural exchanges.

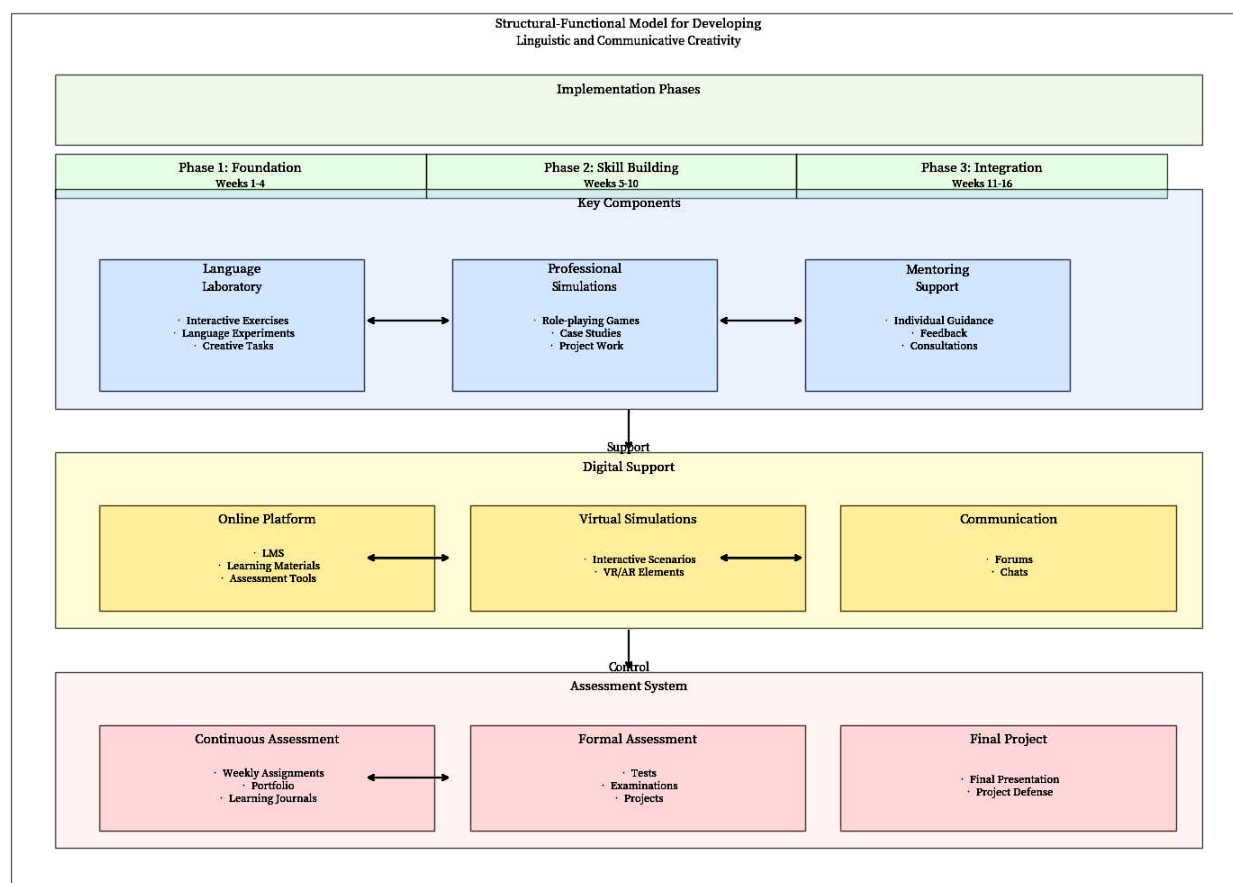


Figure 1 – Visualization of the model used in the study

The intervention focuses on the Creative Language Lab where participants engage in intensive language experimentation and development. The workshops offer a structured yet flexible environment for students to engage in innovative language practices through a variety of activities such as scenario-based role-playing, linguistic improvisation and cross-cultural communication simulations. Laboratory sessions are rigorously designed to encourage the development of diverse and complex communication skills beyond traditional linguistic frameworks.

Professional Simulation Workshops have formed an important component of the program, simulating challenging work environments that require both language proficiency and creative problem-solving skills. Participants in these courses have worked in real-world settings such as crisis management, customer complaint resolution and multicultural group facilitation. Emphasis was placed on developing practical solutions while maintaining appropriate language choices and communication strategies. Participants received immediate feedback on their performance, refined their techniques and developed more nuanced responses to complex situations.

The training style of the program emphasized a dynamic assessment framework that prioritized continuous feedback and adaptation. Trainers worked with participants to identify their areas of development and adjust their pedagogical approach accordingly. This tailored strategy ensured that each participant received the necessary support to develop their language proficiency and creative problem-solving skills. The process included peer assessment, self-assessment and portfolio assessment, which provided a comprehensive view of each participant's progress and development.

In the implementation of the program, a rigorously structured schedule was followed, starting with basic development in the first four weeks. In this preliminary phase, participants were introduced to basic creative thinking paradigms and basic linguistic flexibility exercises. The middle phase, covering weeks five to ten, focused on developing specific creative communication skills and handling more complex situations. The final part emphasized integration and application, enabling participants to demonstrate their newly acquired skills through extensive role-play situations and practical tasks.

A powerful digital learning platform supported the face-to-face components by providing participants with extra resources and practice opportunities. This platform included interactive training materials, virtual simulations and collaborative spaces for learners to interact with peers and access further resources. The digital component provided continuous learning opportunities outside classroom sessions and allowed for the application of key concepts and skills in a flexible, self-directed manner.

A competent mentoring system provided complementary support throughout the program. Participants attended regular personalized coaching sessions with experienced trainers and industry experts. Mentoring relationships offered targeted support and feedback, helping participants overcome barriers and develop strategies to apply their acquired knowledge in professional contexts. The mentoring system also provided important insights into the practical use of creative communication tactics through connections with industry leaders.

Participants' progress was assessed using a variety of methods that emphasized both processes and outcomes. Ongoing assessment consisted of weekly innovative problem-solving tasks, language use portfolios and self-reflective diaries. Formal assessments assessed improvements in language proficiency, creative communication skills and vocational skills through pre- and post-intervention examinations. Sector-specific assessment elements ensured that participants' progress was in line with professional demands and criteria.

The success of the program depended significantly on its comprehensive strategy to develop both language and creative skills. By integrating traditional language learning with innovative methods that encourage creativity, the intervention provided participants with a solid skill set to overcome complex communication challenges in the tourism sector. Regular feedback from participants and industry stakeholders has improved the content and delivery methods of the program, maintaining its relevance and effectiveness.

The intervention emphasized cultural sensitivity and tolerance, recognizing the worldwide nature of the tourism sector. Participants developed strategies to overcome cultural differences and adapt their communication styles to different situations. This cultural component was incorporated into all aspects of the curriculum, from language exercises to problem-solving scenarios, preparing participants for the global context of their professional tasks.

The curriculum concluded with a capstone project that required participants to demonstrate their integrated skills in a practical context. This final assessment enabled participants to address real-world industry challenges while demonstrating their advanced language skills and innovative problem-solving abilities. The project outcomes were a tangible testament to the effectiveness of the program in training well-rounded individuals who can adapt to the changing demands of the tourism sector.

Results. Table 1 shows that there was a significantly greater increase in the language proficiency of the experimental group compared to the control group. The mean score of the experimental group increased from 68.5 (SD=8.9) to 83.7 (SD=9.2), while the mean score of the control group showed a more moderate increase from 69.8 (SD=9.1) to 75.3 (SD=8.8).

Table 1 – Language Proficiency Test Scores (Mean Values)

Group	Pre-Test	Post-Test	Improvement
Experimental (n=64)	68.5 (±8.9)	83.7 (±9.2)	15.2
Control (n=63)	69.8 (±9.1)	75.3 (±8.8)	5.5

*Note: Standard deviations in parentheses

Table 2 – Creative Communication Assessment Results (Scale 1-10)

Component	Experimental Group	Control Group
Problem Solving	8.2 (±0.9)	6.5 (±1.1)
Linguistic Flexibility	7.9 (±1.1)	6.2 (±1.2)
Cultural Adaptation	8.1 (±0.8)	6.4 (±1.0)
Innovative Expression	7.8 (±1.0)	6.1 (±1.1)
Strategic Communication	8.3 (±0.7)	6.3 (±0.9)

*Note: Standard deviations in parentheses

Table 2 shows the findings of the Creative Communication Assessment and reveals that the experimental group consistently scored higher in all elements. The largest significant differences were recorded in Problem Solving (Experimental M=8.2, Control M=6.5) and Strategic Communication (Experimental M=8.3, Control M=6.3).

Table 3 – Student Satisfaction Survey Results (%)

Aspect	Highly Satisfied	Satisfied	Neutral	Dissatisfied
Course Content	72	20	5	3
Teaching Methods	68	25	5	2
Learning Materials	65	28	5	2
Practical Application	70	22	6	2
Overall Satisfaction	75	18	5	2

The student satisfaction data (Table 3) reveals high degrees of acceptance for the creativity-based approach, particularly with 72 per cent of respondents expressing great satisfaction with Course Content and 75 per cent with Overall Satisfaction.

Table 4 – Professional Competency Assessment (Scale 1-10)

Competency	Pre-Implementation	Post-Implementation	Improvement
Customer Service	6.2	8.4	2.2
Problem Resolution	5.8	8.1	2.3
Cross-cultural Communication	5.9	8.3	2.4
Professional Writing	6.0	8.0	2.0
Oral Presentation	5.7	8.2	2.5

Table 4 shows that there have been significant improvements in professional competences, particularly in the areas of Oral Presentation (increase of 2.5 points) and Intercultural Communication (increase of 2.4 points).

Table 5 – Qualitative Feedback Analysis

Theme	Frequency (%)	Representative quotes
Enhanced Confidence	85	3
Improved Problem-Solving	78	4
Better Cultural Understanding	82	3
Increased Motivation	88	4
Professional Growth	80	3

Table 5 presents the findings of the qualitative feedback analysis, which highlighted five significant themes: Enhanced Confidence (with a frequency of 85 percent). An increase in motivation (frequency of 88% total). An improved understanding of other cultures (frequency of 82%). Enhanced Capacity to Solve Problems (with a frequency of 78%). Development of Professional Skills (frequency of 80%)

Interview results. The extensive interviews with tourism professionals revealed some important patterns and insights into the application of innovative communication tactics in their daily working environment. Participants regularly highlighted how the intervention program changed their professional communication approach, especially in challenging scenarios requiring quick cognition and cultural awareness. Interviews with 25 program graduates six months after the completion of the program revealed important qualitative data that reinforced our quantitative results and provided deep insights into the applicability of the training in practice.

The qualitative data analysis followed a systematic approach combining several methodological tools to ensure rigorous interpretation of the interview findings. All interviews were audio-recorded, transcribed

verbatim, and processed using NVivo software for systematic coding and analysis. The analytical process employed a three-stage coding framework: initial open coding to identify emerging concepts, axial coding to establish relationships between categories, and selective coding to integrate and refine the theoretical framework. Two independent researchers conducted the coding process to ensure reliability, with an inter-rater agreement of 89%. Content analysis was applied to identify recurring patterns and themes, while thematic modeling helped structure the findings into coherent theoretical constructs. The analysis particularly focused on identifying both explicit and latent patterns in participants' responses, with special attention to contextual factors and underlying meanings. Regular peer debriefing sessions were conducted to validate the emerging themes and interpretations. This methodological framework allowed for a systematic exploration of participants' experiences while maintaining scientific rigor in the qualitative analysis process.

An important finding from the interviews was the increase in self-confidence that individuals experienced when managing complex communication scenarios. Many participants reported a significant evolution in their approach to problem solving, moving from being anxious in the face of unexpected situations to seeing these events as opportunities to demonstrate creativity and professionalism. A senior tour guide explained how the curriculum supported the development of a more adaptive mindset: 'Before the training I used to panic when faced with unexpected situations. Now I intuitively change my communication approach and enjoy the challenge of coming up with unique solutions to obstacles.'

The development of multicultural communication skills was an important benefit of the curriculum. Participants frequently stated that their better understanding of cultural nuances enhanced their ability to connect with different client groups. They reported increased competences in addressing cultural misunderstandings and promoting inclusive environments for international tourists. A hotel front office manager said: 'I gained the ability to recognize cultural cues and adjust my communication style accordingly. This has significantly increased guest satisfaction and reduced cultural misunderstandings in our organization.'

It was frequently mentioned that the curriculum enhanced professional development and career advancement opportunities. A significant number of participants reported receiving promotions or taking on additional responsibilities as a result of their improved communication skills. Interviews indicated that supervisors and managers have noted significant improvements in their employees' problem-solving and customer service skills. Many respondents described how innovative communication tactics impacted their teams and created a positive transformational ripple effect throughout their organizations.

Interviews revealed unexpected benefits of creative communication training. Participants reported improvements in their interpersonal relationships and general life skills, suggesting that the impact of the program went beyond the professional sphere. Many said that the creative problem-solving techniques they learnt improved their listening skills and increased their communication effectiveness in various aspects of their lives. The utilization of skills in personal contexts emerged as an unexpected but advantageous outcome of the intervention.

The interviews also discussed challenges encountered and areas for improvement. While a few participants were initially skeptical about the new approaches of the program, the majority stated that their reservations were reduced after witnessing concrete results. Others emphasized the need for sector-specific scenarios and suggested the inclusion of additional technology-mediated communication contexts in the training. These findings proved useful in the development of subsequent iterations of the software.

The lasting effects of the program are evident in the examples of successful problem solving demonstrated by the participants. Many described specific situations where they used innovative communication strategies to alleviate uncomfortable situations or enhance guest experiences. These practical applications include addressing overbooking issues and creating memorable experiences for guests with special needs. The fact that these success stories are the same across different tourism sectors demonstrates the wide applicability of the program concepts.

Changes in organizational culture were also recorded in the interview data. Managers reported the implementation of new communication protocols and creative problem-solving techniques within their teams. They reported increased co-operation among staff and the development of more innovative solutions to overcome customer service challenges. The organizational impact suggests that the benefits of the program go beyond individual skills development to influence wider organizational behaviour.

Interviews indicated strong support for the experiential learning approach of the program. Participants highly valued the real-time feedback and coaching components and found them crucial for building their confidence in new communication strategies. Participants consistently praised the synthesis of theoretical understanding and practical application and argued that this balanced technique was essential for the effective application of the approaches in their daily tasks.

The interviews highlighted the role of the program in preparing tourism professionals for the changing demands of the industry. Participants underlined the increasing importance of innovative communication skills, which they developed in response to changing tourist expectations and expanding challenges, including adapting to new technological platforms. Participants' feedback suggests that the program equipped them with comprehensive skills that will remain relevant as the tourism sector moves forward.

These qualitative findings provide an important background for understanding the effectiveness of the program and its tangible impact on the daily operations of tourism professionals. The extensive narratives and examples presented in the interviews demonstrate the profound and lasting impact of creative communication training on individual career development and organizational success in the tourism sector.

Discussion and conclusions. The results of this study are important for understanding the role of creative communication in tourism professional development, while also strengthening and extending previous research in this area. The improvements in participants' communication skills and problem-solving abilities are in line with important theoretical frameworks and empirical studies, and also offer new insights into the practical application of innovative communication strategies in tourism contexts.

The notable increase in participants' creative problem-solving skills strongly supports Rizakhodzhaeva G. et al.'s claim that creative communication training can profoundly impact service quality in tourism settings [13, p. 134]. Our research extends these findings by showing how structured intervention programs can systematically develop these competencies in different tourism contexts. The development of participants' ability to cope with unexpected situations and generate innovative solutions is in line with Zhang et al.'s research on adaptive expertise among tourism professionals; however, our study reveals more specific mechanisms for the development and maintenance of these competences [14, p. 15].

The intercultural communication competences developed through the curriculum show important parallels with Hurst et al.'s study on intercultural sensitivity in the tourism sector. While their research primarily emphasized the organic development of these skills through experience, our findings suggest that a structured intervention can significantly accelerate this process [15, p. 503]. Participants' increased ability to navigate across cultural nuances and adapt communication styles enriches Bayighomog et al.'s framework of cultural intelligence in tourism service delivery and illustrates how intentional training can enhance these vital skills [16, pp. 104406].

Limitations of our study include the focus on a specific geographical area and the short post-intervention observation period. Future research could examine the retention of creative communication skills and their applicability in many cultural contexts. Furthermore, exploring the feasibility of developing these skills through virtual or hybrid training programs could address the growing need for flexible professional development options in the tourism sector.

These findings significantly enhance our understanding of how creative communication training can advance the professional development of tourism practitioners. Our research provides important insights for the development of tourism education and training programs by demonstrating both short and long-term effects on individual and organizational performance. Improvements in intercultural communication, problem solving and crisis management competencies suggest that innovative communication should be seen as an essential component of tourism professional development programs.

The implications of these findings go beyond the development of personal skills and point to broader implications for organizational culture and service quality in the tourism sector. Future research could explore the optimization of these benefits through different training delivery methods and their applicability to various tourism sub-sectors. Furthermore, analyzing the impact of technology on creative communication education can help meet the changing requirements of the tourism industry in an increasingly digitalized environment.

This comprehensive study has demonstrated the transformative capacity of structured creative communication training in the tourism sector and has important implications for professional advancement, organizational efficiency and service quality enhancement. The research shows that structured intervention can improve communication skills and lead to lasting improvements in professional practices and organizational culture in tourism settings. Through a comprehensive review of participant experiences, observational data and longitudinal findings, this research provides important insights into the theoretical and practical dimensions of creative communication in tourism.

This study has practical implications for program design, institutional advancement and industrial control. Our findings suggest that program designers should prioritize integrating opportunities for practical application with theoretical underpinnings and ongoing support systems. The research suggests that companies can achieve significant returns on their investment in creative communication training by improving service quality and organizational effectiveness. Industry findings support the inclusion of creative communication development in professional standards and certification procedures.

Future research directions emerging from this study require exploring the applicability of creative communication training in different cultural contexts and tourism sub-sectors. The study of virtual and hybrid delivery systems can fulfil the growing demand for flexible professional development options. Furthermore, longitudinal studies can reveal the lasting effects of creative communication training on career progression and organizational development. This research significantly advances the understanding of the development and sustainability of creative communication competences among tourism professionals. The findings suggest that structured intervention can influence lasting positive change in individual behaviour and organizational culture. The tourism sector, which is evolving and facing new challenges, needs the development of innovative communication skills through organized training approaches, which represent an important investment for both individual and organizational success. This research provides a basis for the

future development of professional training programs and suggests directions for ongoing research on creative communication in the tourism sector.

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БІЛІМ БЕРУ ҮДЕРІСІНДЕ САНДЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ МАҢЫЗДЫЛЫҒЫ

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Бүгінгі таңда сандық технологиялар қоғамның барлық саласында, әлеуметтік қатынастардан бастап білім беру саласына дейін еніп отыр. Сандық технологиялардың білім беру үдерісіндегі маңыздылығы артып, оқытудың жаңа мүмкіндіктерінің туындауына әкелуде. Мақалада оқыту үдерісінде сандық технологияларды қолданудың маңыздылығы, және сол бағытта зерттеу жұмыстарына талдау жасалды. Сандық технологияларды білім беруде қолданудың оқушылар мен мұғалімдер үшін мүмкіндіктері мен тиімділігі туралы баяндалды. ХХІ ғасыр – сандық технологиялар ғасыры. Қазіргі бала сандық технологиялық әлемде өмір сүреді. Осыған байланысты оқыту үдерісінде мұғалімнің рөлі де өзгеруде – ол ақпарат ағынының үйлестірушісі болуы керек. Сондықтан мұғалім оқушылармен бір тілде қарым-қатынас жасау үшін заманауи әдіс-тәсілдерді, жаңа білім беру технологияларын меңгеруі қажет. Осыған байланысты мақалада болашақ бастауыш сынып мұғалімдерінің технологиялық ортада жұмыс жасау қабілеті зерттелді және сандық технологиялар оқыту үдерісін ұйымдастыру бағытында қолдану бойынша тәжірибелік-эксперименттік жұмыстар атқарылды. Алынған нәтижелер келесі қорытынды жасауға мүмкіндік берді: оқушылардың кең ауқымды дағдыларын қалыптастыру үшін мұғалім сандық технологияларды қолдана білуі, және оны оқу үдерісіне енгізе білу қажет. Білім беру үдерісіне сандық технологиялардың енуімен оқыту үдерісі түбегейлі өзгерді. Сандық технологиялар оқытудың жаңа мүмкіндіктерін аша отырып, білім алушылардың білім алуын қызықты, тиімді және қолжетімді етеді. Сол себепті білім беру үдерісінде сандық технологияларды қолдану – бүгінгі күннің өзекті мәселесі.

Түйінді сөздер: сандық технология, сандық технологиялық құралдар, оқыту үдерісі, білім беру платформалары, презентациялық бағдарламалар.

ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

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Сегодня цифровые технологии проникают во все сферы общества от социальных отношений до образования. Важность цифровых технологий в образовательном процессе возрастает, что приводит к появлению новых возможностей обучения. В статье анализируется важность использования цифровых технологий в учебном процессе и проводятся исследования в этом направлении. Описаны возможности и эффективность использования цифровых технологий в образовании для школьников и преподавателей. ХХІ век – век цифровых технологий. Сегодняшний