

Нурбекова Аида Муратбековна – кандидат педагогических наук, заведующая кафедрой «Специальная педагогика», Южно-Казахстанский педагогический университет имени Узбекали Жанибекова, Республика Казахстан, 160000 г.Шымкент, ул. А. Байтұрсынова, 13, тел.: +77007708059, e-mail: muratbekovna1980@mail.ru.

Нигматуллина Жибек Шаймерденовна* – докторант, Абай атындағы Қазақ ұлттық педагогикалық университеті, Қазақстан Республикасы, 050010 Алматы қ., Достық д. 13, тел.: +77058850184, e-mail: zhibek.nigmatullina@mail.ru.

Махамбетова Алия Бердехановна – PhD, «Жалпы білім беретін пәндер» кафедрасының қауымдастырылған профессоры, Нұр-Мұбарак Египет ислам мәдениеті университеті, Қазақстан Республикасы, 050000 Алматы қ., тел.: +77778230950, e-mail: a.makhambetova@nmu.edu.kz.

Нұрбекова Аида Муратбековна – педагогика ғылымдарының кандидаты, «Арнайы педагогика» кафедрасының меңгерушісі, Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Қазақстан Республикасы, 160000 Шымкент қ., А. Байтұрсынов көшесі, 13, тел.: +77007708059, e-mail: muratbekovna1980@mail.ru.

Nigmatullina Zhibek Shaimerdenovna * – PhD student, Abai Kazakh National Pedagogical University, Republic of Kazakhstan, 050010, Almaty, 13 Dostyk Ave., tel.: +77058850184, e-mail: zhibek.nigmatullina@mail.ru.

Makhambetova Aliya Berdekhanovna – PhD, Associate Professor of the Department of general education disciplines, Egyptian University of Islam Culture Nur Mubarak, Republic of Kazakhstan, 05000, Almaty, 73 Al-Farabi Str., tel.: +77778230950, e-mail: a.makhambetova@nmu.edu.kz.

Nurbekova Aida Muratbekovna – Candidate of Pedagogical Sciences, Head of the Department of special pedagogy, Uzbekali Zhanibekov South Kazakhstan Pedagogical University, Republic of Kazakhstan, 160000, Shymkent, 13 A. Baitursynov Str., tel.: +77007708059, e-mail: muratbekovna1980@mail.ru.

IRSTI 14.35.07

UDC 372.881.1

<https://doi.org/10.52269/NTDG2542236>

CREATIVE LANGUAGE PEDAGOGY IN PROFESSIONAL CONTEXTS: A QUALITATIVE STUDY OF IMPLEMENTATION CHALLENGES AND LEARNING OUTCOMES AMONG TOURISM SPECIALISTS

Rizakhodzhayeva G.A.* – PhD, Associate Professor of the Foreign Languages Teaching Department, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Republic of Kazakhstan.

This study explores the application and effectiveness of a linguistic and communicative creativity model in English language education for tourism professionals. Using qualitative research methods, including semi-structured interviews, classroom observations, and document analysis, the study investigates how innovative language learning strategies enhance communicative competence of tourism specialists. Conducted over a 16-week period, the study involved 45 tourism professionals from diverse sectors such as hotel management, tour operations, travel agency services, and cultural heritage interpretation. Participants engaged in a unique language curriculum designed to foster creative language use through metaphorical reasoning, storytelling, improvisation, and intercultural innovation. The findings reveal that incorporating creative linguistic exercises significantly improved participants' communicative adaptability, cultural awareness, and professional language proficiency. Participants demonstrated increased confidence in handling complex communication scenarios and crafting compelling narratives tailored to diverse cultural contexts. Despite initial resistance and institutional constraints, adaptive strategies such as portfolio-based assessments and blended learning approaches ensured successful implementation. This research highlights the potential of creativity-oriented methods in English for Specific Purposes (ESP) settings to meet the intricate communicative demands of the tourism sector. It also offers theoretical insights into creativity in language acquisition and practical recommendations for curriculum development in professional language teaching.

Key words: linguistic and communicative creativity model, implementation, practice, English language learning, tourism specialists, qualitative research.

КӘСІБИ КОНТЕКСТЕГІ КРЕАТИВТІК ТІЛ ПЕДАГОГИКАСЫ: ТУРИЗМ МАМАНДАРЫ АРАСЫНДАҒЫ ЕНГІЗУДЕ МӘСЕЛЕЛЕРІ МЕН ОҚУ НӘТИЖЕЛЕРІНЕ ЖҮРГІЗІЛГЕН САПАЛЫ ЗЕРТТЕУ

Ризаходжаева Г.А.* – PhD докторы, Педагогикалық шетел тілдері кафедрасының қауымдастырылған профессоры, Қожа Ахмет Ясауи атындағы халықаралық қазақ-түрік университеті, Түркістан қ., Қазақстан Республикасы.

Бұл зерттеу туризм мамандарына ағылшын тілін оқытудағы лингвистикалық және коммуникативтік креативтілік моделінің қолданылуы мен тиімділігін қарастырады. Сапалы зерттеу әдістерін, мысалы, жартылай құрылымдалған сұхбаттар, сыныптағы бақылаулар және құжаттарды талдауды қолдана отырып, зерттеу тіл үйренудің инновациялық стратегиялары туризм мамандарының коммуникативтік құзыреттілігін қалай жақсартатынын зерттейді. Зерттеу 16 апта бойы жүргізілді және қонақ үй менеджменті, турларды ұйымдастыру, туристік агенттіктер және мәдени мұраны түсіндіру сияқты әртүрлі салалардан 45 туризм маманын қамтыды. Қатысушылар метафоралық ойлау, оқиға құрастыру, импровизация және мәдениетаралық инновация арқылы шығармашылық тіл қолдануды дамытуға бағытталған бірегей тілдік бағдарламаға қатысты. Нәтижелер шығармашылық лингвистикалық жаттығуларды енгізу қатысушылардың коммуникативтік бейімделуін, мәдени хабардарлығын және кәсіби тілдік дағдыларын айтарлықтай жақсартқанын көрсетеді. Қатысушылар күрделі коммуникациялық жағдайларды шешуде және әртүрлі мәдени контексттерге бейімделген қызықты оқиғаларды құруда сенімділігін арттырды. Бастапқы қарсылықтар мен институционалдық шектеулерге қарамастан, портфолиоға негізделген бағалау және аралас оқыту әдістері сияқты бейімделу стратегиялары бағдарламаның сәтті жүзеге асырылуын қамтамасыз етті. Зерттеу ESP (арнайы мақсаттарға арналған ағылшын тілі) жағдайында шығармашылыққа бағытталған әдістердің туризм саласының күрделі коммуникативтік талаптарын қанағаттандырудағы әлеуетін көрсетеді. Сондай-ақ, кәсіби тілдік оқыту бағдарламаларын әзірлеуге арналған теориялық және практикалық ұсыныстарды ұсынады.

Түйінді сөздер: лингвистикалық және коммуникативтік креативтілік моделі, енгізу, тәжірибе, ағылшын тілін үйрену, туризм мамандары, сапалы зерттеу.

КРЕАТИВНАЯ ЯЗЫКОВАЯ ПЕДАГОГИКА В ПРОФЕССИОНАЛЬНЫХ КОНТЕКСТАХ: КАЧЕСТВЕННОЕ ИССЛЕДОВАНИЕ ПРОБЛЕМ ВНЕДРЕНИЯ И РЕЗУЛЬТАТОВ ОБУЧЕНИЯ СРЕДИ СПЕЦИАЛИСТОВ В СФЕРЕ ТУРИЗМА

Ризаходжаева Г.А.* – доктор PhD, ассоциированный профессор кафедры преподавания иностранных языков, Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, г. Туркестан, Республика Казахстан.

В данном исследовании рассматривается применение и эффективность модели лингвистической и коммуникативной креативности в обучении английскому языку специалистов туристической отрасли. Используя качественные методы исследования, включая полуструктурированные интервью, наблюдения в классе и анализ документов, автор исследует, как инновационные стратегии изучения языка улучшают коммуникативную компетенцию специалистов в сфере туризма. Исследование проводилось в течение 16 недель с 45 специалистами по туризму из различных секторов, таких как управление отелями, организация туров, туристические агентства и интерпретация культурного наследия. Участники прошли уникальную языковую программу, направленную на развитие творческого использования языка через метафорическое мышление, рассказывание историй, импровизацию и межкультурные инновации. Результаты показывают, что включение творческих лингвистических упражнений значительно улучшило коммуникативную адаптивность, культурную осведомленность и профессиональное владение языком у участников. Участники продемонстрировали повышенную уверенность в решении сложных коммуникативных задач и создании увлекательных рассказов, адаптированных к различным культурным контекстам. Несмотря на первоначальное сопротивление и институциональные ограничения, адаптивные стратегии, такие как портфолио-оценка и смешанные методы обучения, обеспечили успешную реализацию программы. Исследование подчеркивает потенциал методов, ориентированных на креативность, в условиях ESP (английский для специальных целей) для удовлетворения сложных коммуникативных требований туристической отрасли. Оно также предлагает теоретические и практические рекомендации для разработки учебных программ в профессиональном языковом обучении.

Ключевые слова: модель лингвистической и коммуникативной креативности, внедрение, практика, изучение английского языка, специалисты по туризму, качественное исследование.

Introduction. The modern tourism sector requires experts with both linguistic proficiency and innovative communication skills to adeptly manage various multicultural exchanges. Boden asserts that "creativity in language use constitutes a fundamental element of human communication that transcends mere grammatical accuracy" [1, p.45]. This finding is especially pertinent in tourism contexts where professionals must modify their communication tactics to address diverse cultural backgrounds, unforeseen circumstances, and changing client requirements.

The notion of linguistic creativity has undergone substantial evolution in recent decades, transitioning from conventional perspectives that limited creativity to literary expression to more inclusive frameworks that acknowledge creative language use as a fundamental aspect of everyday communication. Richards con-

tends that "creative language use involves the innovative manipulation of linguistic resources while preserving communicative efficacy" [2, p.78]. This viewpoint corresponds with the requirements of tourism workers who must regularly employ innovative problem-solving using language.

The globalization of the tourist business has heightened the demand for English language fluency among tourism professionals. Nevertheless, conventional language instruction methods frequently neglect the dynamic and unpredictable characteristics of exchanges between tourists and professionals. Crystal notes that "the conventional emphasis on standardized language forms insufficiently equips learners for the creative requirements of real-world communication" [3, p.112]. The disparity between conventional language education and professional demands has led researchers to investigate alternative instructional frameworks that prioritize creativity and adaptation.

The linguistic and communicative creativity model arises as a solution to these issues, synthesizing principles from cognitive linguistics, sociocultural theory, and creative pedagogy. This approach, as articulated by Scarino, "perceives language learning as a creative endeavor in which learners actively generate meaning through inventive application of linguistic resources" [4, p.389]. The paradigm highlights several essential elements: metaphorical reasoning, story development, improvisational abilities, and intercultural innovation.

Recent studies have emphasized the potential advantages of creativity-centered methodologies in professional language instruction. Thompson's investigation on engineering English learners revealed that "creative language activities improved learners' capacity to manage unforeseen communicative scenarios with increased confidence and adaptability" [5, p.194]. Likewise, Lim's study of hospitality employees demonstrated that "creativity-based training enhanced both linguistic precision and communicative suitability in service interactions" [6, p.104977].

Despite increasing interest in innovative methods for language acquisition, there is a paucity of research that has particularly investigated the application of comprehensive creativity models within tourism-related situations. The distinct communicative requirements of tourist employment, such as elucidating cultural concepts, diplomatically resolving disagreements, and crafting compelling narratives about places, necessitate specialized teaching methods. Li et al. assert that "tourism professionals must serve as cultural mediators, storytellers, and problem-solvers, roles that require elevated levels of linguistic creativity" [7, p.195].

This study's theoretical framework is based on Vygotsky's sociocultural theory, highlighting the social aspect of learning and the significance of mediation in cognitive growth. In this context, creativity is perceived not as an individual characteristic but as a socially produced occurrence that arises via interaction and collaboration. The study also integrates perspectives from Bakhtin's dialogical theory, emphasizing the intrinsically creative aspect of language utilization in social contexts [8, p.67].

The adoption of creativity-centered pedagogies encounters numerous obstacles in professional language teaching settings. Conventional assessment methods frequently fail to encompass innovative language utilization, and institutional limitations may restrict prospects for experimental pedagogical strategies. Moreover, Selfa-Sastre M. et al. note that "numerous language educators lack training in conducting creative language activities, resulting in challenges during implementation" [9, p.828981]. These problems require meticulous evaluation of implementation techniques and support systems.

This study fills a notable gap in the literature by investigating the systematic use of a model for linguistic and communicative creativity tailored for tourism professionals. The study seeks to furnish empirical information concerning the efficacy of this technique while pinpointing critical aspects that promote or obstruct successful implementation. **The study aims** to elucidate the intricacies and subtleties of creative language acquisition in professional settings through qualitative research approaches.

The aim of the research is to evaluate the impact of creativity-oriented methods on the professional communication skills of tourism specialists.

To achieve this aim, **the following tasks** were outlined:

Analyze the challenges of implementing creativity-based language instruction in professional contexts, focusing on participant resistance, institutional limitations, and assessment difficulties.

Identify the learning outcomes associated with the linguistic and communicative creativity model, including improvements in communicative adaptability, cultural awareness, and professional language proficiency.

Examine participants' perceptions of creative language activities and their application in real-world professional scenarios.

Current study at the same time addresses **to following research questions**:

How does the linguistic and communicative creativity model impact the professional communication skills of tourism specialists?

What challenges arise during the implementation of creativity-oriented language teaching methods, and how can they be addressed?

The importance of this research beyond the immediate realm of tourism education. As economies increasingly depend on service sectors that necessitate advanced communication abilities, comprehending the development of creative communicative competence is essential for workforce advancement. Further-

more, the study enhances theoretical discourse regarding the essence of creativity in language acquisition and its significance in professional communication.

Materials and methods. This qualitative research study utilized a multi-method approach to examine the implementation and efficacy of the linguistic and communicative creativity model in English language education for tourism professionals. The research approach adhered to constructivist ideas, acknowledging that knowledge is actively created through experience and social interaction.

Context of Research and Participants

The research was carried out at three tourist training institutes in a prominent metropolitan region over a 16-week duration. The participant pool comprised 45 tourism specialists—students enrolled in a dual program at the International University of Tourism and Hospitality in Turkistan (28 females, 17 males), aged between 20 and 24 years. Participants encompassed many areas of the tourist business, comprising hotel management (n=15), tour operations (n=12), travel agency services (n=10), and cultural heritage interpretation (n=8). All participants possessed intermediate to upper-intermediate levels of English proficiency, as assessed by standardized placement examinations.

Purposive sampling was utilized to guarantee diversity in professional backgrounds and levels of experience. According to Patton, "purposive sampling enables researchers to choose information-rich cases that clarify the research questions" [10, p.1172]. The inclusion criteria mandated that participants possess a minimum of one year of professional experience in tourism and be currently employed in tourism-related roles.

This study's methodology consisted of four interrelated components aimed at promoting creative language utilization in professional settings. The initial component, the formation of metaphorical thinking, featured activities that prompted participants to generate and interpret metaphors pertinent to tourism contexts. The second component emphasized narrative construction abilities, allowing participants to create compelling stories about places and cultural experiences. The third component highlighted improvisational communication strategies, equipping participants for unforeseen circumstances prevalent in the tourism industry. The fourth component focused on intercultural innovation, enhancing participants' capacity to manage cultural differences through inventive language use.

Data Collection Methods

Data collecting utilized three principal strategies to guarantee triangulation and comprehensive knowledge. Semi-structured interviews were administered to all participants at three intervals: pre-implementation, mid-program, and post-implementation. Each interview spanned roughly 60 to 90 minutes and examined individuals' experiences, views, and learning processes. Interview protocols were established according to theoretical frameworks and underwent pilot testing with non-participating tourism experts.

Systematic classroom observations were undertaken across the 16-week program. Two trained observers employed organized observation protocols to record innovative language utilization, interaction patterns, and implementation difficulties. Leko et al. assert that "observation provides firsthand experience with participants and allows for recording of behavior as it occurs" [11, p.189]. A total of 48 observation sessions were conducted, each lasting 90 minutes.

The document analysis involved the scrutiny of participants' creative language portfolios, comprising written assignments, taped presentations, and reflective journals. Furthermore, teacher lesson plans, program materials, and institutional records were examined to comprehend the implementation environment and process.

Data Analysis Procedures

The data analysis adhered to the criteria of thematic analysis as delineated by Naeem, which entails "identifying, analyzing, and reporting patterns within data" [12, p.1609]. The analytical procedure commenced with data familiarization via iterative readings of transcripts and documents. The initial coding was performed inductively, permitting themes to arise from the data instead than enforcing pre-established categories.

The coding procedure encompassed several stages. Open coding discerned preliminary themes and categories within the data. Axial coding built linkages among categories, while selective coding combined categories around central themes. To guarantee dependability, two researchers independently coded a data subset, attaining an inter-rater reliability of 87%. Discrepancies were reconciled by dialogue and agreement.

NVivo software was employed to systematically manage and analyze qualitative data. The software enabled the categorization of codes, recognition of patterns, and extraction of pertinent data segments. Dalkin S. et al. assert that "qualitative data analysis software enhances the rigor and transparency of the analytical process" [13, p.125].

Ethical Considerations

The research complied with stringent ethical standards to safeguard participants' rights and welfare. Approval from the institutional review board was secured before data collection commenced. All participants granted written informed permission after being thoroughly told about the study's objectives, methodologies, and potential hazards. Confidentiality was preserved by employing pseudonyms and eliminating identifying information from all data.

Participants were apprised of their entitlement to withdraw from the study at any moment without repercussions. In light of the professional context of the research, particular emphasis was placed on safeguarding participants' employment status and professional relationships from any potential impact of their participation. Ratnam C. et al. assert that "ethical research practice necessitates continual consideration of power dynamics and potential vulnerabilities" [14, p.1012].

Various tactics were utilized to augment the credibility of the research findings. Credibility was attained via extensive participant involvement, data source triangulation, and member verification. Participants examined interview transcripts and first findings to guarantee precise representation of their experiences.

The transferability was examined by a comprehensive description of the research context, participants, and implementation procedure. This comprehensive documentation allows users to evaluate the relevance of findings to alternative scenarios. Dependability was improved by meticulous documentation of research activities and the preservation of an audit trail outlining analytical decisions.

Reflexivity was upheld consistently during the study process via researcher journals and frequent team interactions. The research team recognized their origins in language instruction and tourism, contemplating how these viewpoints could affect data interpretation. Jamieson and Govaart assert that "reflexivity necessitates that researchers explicitly scrutinize their assumptions and biases during the research process" [15, p. 12735].

Limitations and Delimitations

The qualitative nature of this study restricts the statistical extrapolation of its findings to larger populations. The comprehensive contextual data offers significant insights into the implementation process and participant experiences. The 16-week timeframe, however considerable for a training program, may not reflect the long-term effects on professional practice. The study concentrated on tourism specialists with established English competence, hence restricting its relevance to novice learners.

The study was confined to urban tourism settings within a specific geographical area. The sample does not include rural tourism or specialist industries such as ecotourism or medical tourism. The delimitations were essential to preserve feasibility while guaranteeing adequate depth of inquiry within the selected context.

Results. The examination of data obtained from interviews, observations, and document analysis disclosed substantial insights concerning the execution and efficacy of the linguistic and communicative creativity model. The findings are categorized based on the principal themes that surfaced during the data analysis process.

Participants exhibited significant advancement in multiple facets of creative language application during the 16-week curriculum. Analysis of pre- and post-implementation interviews indicated significant alterations in participants' methods of professional communication. Initially, numerous individuals demonstrated strict compliance with memorized phrases and conventional language. At the program's conclusion, participants expressed enhanced confidence in creatively adapting language to fulfill situational requirements.

Participant 24, a hotel manager with two years of experience, illustrated this transformation: "Previously, I consistently employed the same expressions with guests." I may now devise several methods to elucidate concepts and enhance the intrigue of narratives. When a guest inquires about local culture, I no longer provide just facts; instead, I craft concise narratives that resonate with their interests.

Observational data validated these self-reported alterations. Initial sessions revealed participants' difficulty in diverging from scripted dialogues during role-playing exercises. By week 12, observers recorded numerous occurrences of spontaneous metaphor generation, story enhancement, and inventive problem-solving using language. Table 1 illustrates the prevalence of creative language practices recorded during various program periods.

Table 1 – Frequency of Creative Language Behaviors Across Program Phases

Creative Language Behavior	Weeks 1-4	Weeks 5-8	Weeks 9-12	Weeks 13-16
Spontaneous metaphor use	12	34	67	89
Narrative elaboration	8	28	54	76
Creative problem-solving	15	41	72	95
Cultural adaptation	10	32	58	82
Linguistic improvisation	6	25	49	71

Analysis of participants' creative portfolios indicated an increasing expertise in language utilization. Initial assignments included direct translations and clichéd phrases. Subsequent research revealed an augmented utilization of colloquial expressions, culturally relevant humor, and inventive depictions of tourism offerings. One participant's description of the site transformed from "The museum has many old artifacts" to "The museum conveys narratives of ancient civilizations through its meticulously curated treasures, each item a time capsule poised to reveal its secrets to inquisitive visitors."

The implementation method faced numerous substantial hurdles necessitating continuous adaption. Participants exhibited initial resistance due to their familiarity with conventional language learning methods. A few of participants articulated uneasiness with creative activities, perceiving them as "unserious" or extraneous to professional requirements. This reluctance was especially evident among people with substantial formal educational backgrounds.

Interviews with instructors disclosed the intricacies of doing creative language activities. One instructor observed: "The primary challenge was transitioning participants' mindsets from pursuing the 'correct' answer to investigating various creative possibilities". Numerous individuals were first exasperated by the inherent ambiguity in creative endeavors.

Institutional limits presented difficulties. Restricted class duration, the obligation to address specified material, and conventional evaluation criteria generated conflicts with the innovative methodology. Table 2 delineates the primary implementation issues and the adaptive techniques utilized.

Table 2 – Implementation Challenges and Adaptive Strategies

Challenge Category	Specific Issues	Adaptive Strategies	Effectiveness Rating*
Participant resistance	Fear of making mistakes	Gradual introduction of creative tasks	High
Time constraints	Limited contact hours	Blended learning components	Moderate
Assessment difficulties	Measuring creativity objectively	Portfolio-based assessment	High
Instructor preparation	Lack of training in creative methods	Ongoing professional development	High
Resource limitations	Need for varied materials	Collaborative material development	Moderate

*Effectiveness ratings based on participant and instructor feedback

The adaption process entailed ongoing negotiation between program objectives and realistic limitations. Educators devised hybrid methodologies that amalgamated artistic endeavors with conventional language exercises. This equitable strategy alleviated participants' apprehensions regarding the preservation of linguistic precision while enhancing creative skills.

Examination of post-implementation interviews and subsequent communications indicated substantial effects on participants' professional practices. Participants indicated the utilization of innovative linguistic tactics across several professional contexts, ranging from addressing customer grievances to crafting marketing collateral. The use of learning in business settings emerged as a prominent topic across data sources.

Participant 7, a tour guide, recounted a particular incident: "Last week, I led a group with markedly diverse cultural backgrounds." I employed the storytelling tools from the curriculum to construct a narrative that linked their diverse perspectives to our local history. The group exhibited significantly greater engagement than customary, with numerous participants noting this in their evaluations.

Table 3 displays participants' self-reported utilization of innovative language methods in professional settings.

Table 3 – Application of Creative Language Strategies in Professional Contexts

Professional Context	Strategy Applied	Frequency of Use*	Perceived Effectiveness**
Customer service interactions	Metaphorical explanations	4.2	4.5
Conflict resolution	Creative reframing	3.8	4.3
Marketing communication	Narrative techniques	4.5	4.7
Cultural interpretation	Intercultural creativity	4.1	4.6
Team communication	Improvisational skills	3.6	4.0

*Scale: 1 (never) to 5 (very frequently) **Scale: 1 (ineffective) to 5 (highly effective)

Participants additionally indicated heightened job satisfaction and professional confidence. Many credited this to their improved capacity to navigate complex communication scenarios innovatively. The research indicated that creative language skills enhanced participants' professional identity and efficacy.

The investigation discovered numerous critical aspects that impacted the efficacy of the linguistic and communicative creativity model. Individual considerations encompassed previous language acquisition experiences, levels of professional expertise, and personal dispositions towards creativity. Individuals with varied life experiences and exposure to many cultures shown enhanced initial openness to innovative methods.

Environmental influences significantly influenced learning results. Supportive workplace cultures that prioritize innovation enhance the transmission of learning. In contrast, participants from highly standardized work environments indicated challenges in using creative strategies. Table 4 delineates the impact of diverse factors on learning outcomes.

Table 4 – Factors Influencing Learning Outcomes

Factor Category	Specific Factors	Influence Level*	Evidence Source
Individual	Prior creative experiences	High	Interviews, portfolios
Individual	Language learning beliefs	Moderate	Interviews, observations
Environmental	Workplace culture	High	Interviews, follow-up data
Environmental	Peer support	Moderate	Observations, interviews
Programmatic	Instructor approach	High	All data sources
Programmatic	Material relevance	Moderate	Documents, interviews

*Influence levels based on triangulated data analysis

The quality of instructor-participant relationships proved to be a notably significant element. Instructors who exhibited innovative language use and established psychologically safe learning settings enhanced participant engagement and encouraged risk-taking. One participant remarked, "Observing my instructor making creative errors and laughing at them made me feel more at ease experimenting with new ideas myself."

In addition to the expected results, other unforeseen themes surfaced during the data analysis. Metalinguistic awareness frequently emerged throughout participant encounters. Participants indicated heightened awareness of linguistic selections and their communicative implications. This knowledge transcended English, impacting participants' utilization of their original languages.

The social aspect of creativity emerged as another important issue. Participants often noted that collaborative creative activities improved their learning experience. Group storytelling activities, collaborative metaphor development, and peer critiques of creative language usage established a community of practice that transcended formal class meetings.

The negotiation of cultural identity through creative language use emerged as an unforeseen yet substantial discovery. Participants indicated employing innovative linguistic methods to articulate their cultural identities while meeting the expectations of international tourists. Table 5 depicts the correlation between creative language activities and identity expression.

Table 5 – Creative Language Activities and Identity Expression

Activity Type	Identity Aspect Expressed	Participant Examples	Frequency*
Storytelling	Cultural heritage	Local legends adaptation	78%
Metaphor creation	Professional identity	Tourism-specific metaphors	65%
Role-play	Intercultural self	Code-switching strategies	71%
Improvisation	Personal creativity	Humor and wordplay	59%
Portfolio work	Evolving competence	Reflective narratives	83%

*Percentage of participants demonstrating this connection

The emotional aspect of creative language acquisition was notably revealed in the data. Participants reported feelings of excitement, frustration, pride, and vulnerability during the learning process. These emotional experiences seemed to enhance engagement and promote memorable learning moments. A number of individuals identified particular creative breakthroughs as pivotal moments in their language acquisition processes.

Data gathered three months after the training offered insights into the sustainability of innovative language habits. Although some individuals indicated a reduction in the application of specific approaches owing to employment limitations, fundamental creative competencies seemed to endure. Participants who developed personal practice routines or identified job applications sustained elevated levels of creative language utilization.

The establishment of informal learning groups has emerged as a factor contributing to sustainability (table 6). Multiple participant groups persisted in convening to engage in creative language exercises and exchange professional difficulties. These groups provide continual support and encouragement for sustaining innovative methods of professional communication.

Table 6 – Sustainability Factors for Creative Language Practices

Sustainability Factor	Description	Impact Level*	Supporting Evidence
Personal practice routines	Regular creative exercises	High	Follow-up interviews
Workplace integration	Embedding in daily tasks	High	Participant reports
Peer communities	Ongoing practice groups	Moderate	Observation, interviews
Continued learning	Self-directed development	Moderate	Portfolio analysis
Institutional support	Employer encouragement	Variable	Follow-up survey

*Based on follow-up data analysis

The findings demonstrate that although the linguistic and communicative creativity model significantly enhances participants' language skills and professional practices, its sustained efficacy is contingent upon several individual, societal, and institutional aspects. The intricacy of executing innovative methods in professional language instruction necessitates meticulous consideration of many effects and continuous support systems.

Discussion. This study's findings offer substantial insights into the application and efficacy of the linguistic and communicative creativity model in professional language instruction for tourism specialists. The findings indicate that innovative methods in language acquisition can proficiently meet the intricate communication requirements of the tourism sector, while also prompting significant inquiries regarding teaching methodologies, professional growth, and the essence of creativity in language instruction.

The study's results corroborate and enhance established theoretical frameworks pertaining to creativity in language acquisition. The observed advancement of creative language skills corresponds with Vygotsky's notion of the zone of proximal development, wherein learners gradually integrate creative techniques via social interaction and directed practice. The shift from strict compliance with scripts to adaptable, innovative language usage illustrates the transition from external regulation to self-regulation in language production.

The development of metalinguistic awareness as a crucial outcome substantiates Carter's claim that "creativity in language learning entails not merely generating novel utterances but cultivating a conscious comprehension of language as a versatile resource" [16, p.134]. This discovery indicates that creativity-oriented teaching methods may enhance language acquisition by prompting learners to contemplate the connection between form, meaning, and communicative impact.

This study expands Bakhtin's dialogical theory to encompass the social aspect of creativity within professional language instruction situations. The collaborative aspect of creative language development contests individualistic views of creativity, indicating that creative ability arises from interaction and group meaning-making. This discovery has significant ramifications for the conceptualization and evaluation of creativity in language education.

The implementation issues identified in this study underscore the necessity for structured professional development for language educators. Conventional teacher training programs seldom encompass the facilitation of creative language activities, resulting in teachers being inadequately equipped for the pedagogical requirements of creativity-oriented methodologies. The efficacy of the adaptive tactics utilized in this study indicates that professional development has to prioritize flexibility, experimentation, and reflective practice.

The conflict between innovative methods and institutional limitations illustrates wider issues in educational advancement. The study's findings suggest that effective implementation of creative pedagogies necessitates not just classroom-level modifications but also institutional backing for alternative evaluation strategies, adaptable curriculum frameworks, and sufficient time allocation. Educational institutions aiming to adopt analogous methodologies must take these systemic variables into account.

This study's portfolio-based assessment method presents a viable alternative to conventional testing techniques for assessing creative language skills. Portfolios chronicle learners' creative processes and products throughout time, illustrating the developmental aspect of creativity and offering tangible evidence of learning outcomes. This methodology corresponds with modern perspectives on evaluation as a means of facilitating learning rather than only quantifying it.

This study indicates that creativity-oriented language education positively influences professional practice, successfully equipping tourism specialists for the dynamic requirements of their roles. The capacity to creatively adjust language for various settings, craft compelling tales, and manage multicultural encounters constitutes essential skills for tourism professionals in globalized environments.

The disparity in the use of innovative strategies in the workplace underscores the significance of industry involvement in training programs. Employers in the tourism sector who prioritize and endorse innovative communication strategies foster conditions that enable employees to utilize and enhance their creative linguistic skills. This discovery indicates the necessity for collaborations between educational entities and industry participants to guarantee congruence between training and job requirements.

The cultivation of cultural mediation competencies via innovative language activities fulfills a significant requirement in tourism education. As tourism increasingly entails cross-cultural interactions, experts must manage intricate identity discussions while ensuring honest communication. The study indicates that creativity-oriented methods can cultivate advanced intercultural abilities more efficiently than conventional language instruction.

The qualitative methodology of this study yielded profound insights into the intricate processes of creative language development within professional settings. The multi-method design facilitated the triangulation of viewpoints, encompassing both individual experiences and social interactions. The study's longitudinal design uncovered developmental trends that shorter-term examinations would have obscured.

Nonetheless, the study's shortcomings must be recognized when analyzing its results. The particular context of urban tourism in a certain geographical area restricts the applicability of findings to other environments. Rural tourism settings, niche tourism industries, or areas with diverse language environments may produce varying results. Subsequent investigations should examine the model's relevance in various tourism settings.

The emphasis on intermediate to upper-intermediate learners prompts inquiries over the model's appropriateness for varying competence levels. Novice learners may necessitate tailored strategies that offer enhanced organized assistance for inventive language application. Advanced learners may derive advantages from increasingly complex creative problems. Additional investigation is required to comprehend how creative methodologies might be tailored to various competence levels.

This study's findings suggest several intriguing avenues for future research. Longitudinal research monitoring participants' creative language development over lengthy durations would yield insights into the long-term sustainability and evolution of creative competencies. This research could pinpoint elements that facilitate or impede ongoing development outside traditional training sessions.

Comparative analyses of various creativity models in language instruction would enhance theoretical comprehension and inform practical decision-making. How does the linguistic and communicative creativity model contrast with alternative creative methodologies regarding learning outcomes, implementation feasibility, and participant satisfaction? Such comparisons would assist instructors in making educated decisions regarding teaching strategies.

The function of technology in facilitating creative language acquisition constitutes a significant study domain. Digital technologies, virtual reality environments, and artificial intelligence may augment creative language activities and offer novel options for practice and evaluation. Investigations on the amalgamation of technology and creativity-oriented teaching methods may guide forthcoming educational advancements.

The study's results have substantial ramifications for language education policy and curriculum development in professional settings. Conventional competency frameworks prioritizing standardized language skills may require modification to include innovative communication competencies. Policymakers should evaluate the integration and valuation of creativity within professional qualification systems.

Curriculum designers encounter the issue of reconciling innovative methodologies with the necessity of addressing particular professional language subject. The study implies that integration rather than separation of creative and traditional features may be most effective. Curricula must offer organized possibilities for innovative language development while prioritizing professional communication requirements.

This study underscores the necessity for significant revisions in teacher education programs due to the relevance of instructor preparation. Pre-service and in-service training must encompass modules on facilitating innovative language activities, managing the inherent uncertainties of creative processes, and formulating suitable assessment procedures. Inadequate teacher preparation can hinder the effectiveness of even the most well-structured creative programs.

This study, albeit centered on tourism specialists, yields larger implications for professional language instruction across other sectors. Numerous modern occupations necessitate innovative communication abilities to navigate intricate and uncertain circumstances. The paradigm of linguistic and communicative innovation may be applicable to healthcare professionals, business leaders, educators, and other individuals involved in intricate communicative activities.

The study also prompts inquiries on the correlation between creativity and professional ability. As technology progressively manages mundane communication duties, human experts may need to concentrate more on innovative and adaptable communication that is not easily replicable by machines. This transition indicates that education emphasizing creativity may gain significance for professional readiness across several disciplines.

Conclusions. This study has analyzed the application and efficacy of a model for linguistic and communicative creativity in English language education for tourism professionals, offering empirical support

for the significance of creative methodologies in vocational language instruction. A detailed qualitative study involving 45 tourism professionals over 16 weeks has revealed the opportunities and challenges of incorporating creativity into language learning for specific professional reasons.

The principal findings indicate that the systematic application of innovative language teaching methodologies can markedly improve tourism professionals' communication skills, professional self-assurance, and capacity to navigate intricate intercultural exchanges. Participants enhanced their language proficiency, metalinguistic awareness, cultural mediation skills, and creative problem-solving talents, which immediately helped their professional activity. The transition from formulaic language to flexible, creative communication signifies a fundamental change in the professionals' approach to their work.

Nonetheless, the study uncovered considerable implementation obstacles that must be resolved for innovative strategies to thrive. These encompass participant resistance stemming from conventional learning expectations, institutional limitations that restrict pedagogical adaptability, challenges in evaluating creative competencies, and the necessity for specialized instructor training. The adaptive strategies created during the implementation process offer essential insight for forthcoming projects.

This research enhances the comprehension of creativity in language acquisition, extending its use from literary and artistic contexts to include professional communication. The findings endorse a social constructivist perspective of creativity as arising from interaction and collaboration, rather than being exclusively located within individual cognition. This viewpoint has significant ramifications for the conceptualization, instruction, and evaluation of creativity within educational settings.

The report provides explicit suggestions for educators, curriculum developers, and policymakers aiming to improve professional language education. The portfolio-based assessment method, harmonious integration of innovative and conventional components, and focus on workplace applicability offer frameworks for execution. Institutional support and industry engagement are essential for sustainable innovation in professional education.

The study's limitations, encompassing its particular geographical and professional setting, indicate prudence in generalizing conclusions and highlight the necessity for future research. Longitudinal studies examining long-term effects, comparative analyses of various creative models, and inquiries into technological integration signify promising avenues for enhancing comprehension in this domain.

As the global economy increasingly necessitates individuals with advanced communication abilities, the capacity for creative language use becomes increasingly vital. The tourism sector, characterized by its cultural intricacies and communicative obstacles, offers an optimal environment for investigating innovative language instruction. The consequences extend well beyond tourism to include professional education in general.

This research advances the reconfiguration of language education for professional objectives, transcending limited functional methodologies in favor of more comprehensive frameworks that acknowledge the creative, cultural, and human aspects of professional communication. As automation revolutionizes mundane labor tasks, uniquely human abilities for creative communication gain heightened significance. Educational systems must adapt to develop these competencies.

In summary, the linguistic and communicative creativity model presents a potential framework for equipping professionals to address modern communication difficulties. Although implementation necessitates meticulous consideration of several elements and continuous support, the advantages for learners' professional development and practice warrant the endeavor. The incorporation of creativity into professional language instruction must be regarded as a fundamental element in equipping proficient, versatile professionals for a globalized environment.

The pursuit of more innovative and humanistic methodologies in professional language instruction has only commenced. This study offers empirical evidence and practical advice for those eager to confront the problems and seize the opportunities associated with promoting creativity in language acquisition. The insights of tourism specialists who have found innovative methods of self-expression and interpersonal connection through creative language highlight the transforming potential of this technique. Their experiences compel us to persist in investigating, enhancing, and broadening creative opportunities in professional language education.

Acknowledgement. This research is funded by the Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. AP22787128).

REFERENCES:

- 1 **Boden M.A. The Creative Mind: Myths and Mechanisms.** London, Routledge, 2004, 344 p.
- 2 **Richards J.C. Creativity in Language Teaching: Perspectives from Research and Practice.** New York, Routledge, 2013, 278 p.
- 3 **Crystal D. Language and Creativity: The Art of Common Talk.** London, Penguin Books, 2008, 256 p.
- 4 **Scarino A. Learning as reciprocal, interpretive meaning-making: A view from collaborative research into the professional learning of teachers of languages.** *The Modern Language Journal*, 2014, vol. 98(1), pp. 386-401.

- 5 Valeeva R., Valeeva E. Promoting creativity of engineering students in the foreign language classroom. In: *Educating Engineers for Future Industrial Revolutions: Proceedings of the 23rd International Conference on Interactive Collaborative Learning (ICL2020)*, vol. 2 (23). Springer International Publishing, 2021, pp. 191-198.
- 6 Lim SGE, et al. A meta-analytic review of hospitality and tourism employees' creativity and innovative behavior. *Tourism Management*, 2024, pp. 105:104977.
- 7 Li P.Q., Kovacs J.F. Creative tourism and creative spaces in China. *Leisure Studies*, 2022, vol. 41(2). pp. 180-197.
- 8 Bakhtin M.M. *The Dialogic Imagination*. Austin, University of Texas Press, 1981, 444 p.
- 9 Selfa-Sastre M. et al. The role of digital technologies to promote collaborative creativity in language education. *Frontiers in Psychology*, 2022, vol. 13, art. 828981.
- 10 Patton M.Q. *Qualitative Research and Evaluation Methods*. 4th ed. Thousand Oaks: Sage Publications, 2022, pp. 1165-1180.
- 11 Leko M.M., Cook B.G., Cook L. Qualitative methods in special education research. *Learning Disabilities Research & Practice*, 2021, vol. 36(4), pp. 278-286.
- 12 Naeem M. et al. A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods*. 2023, vol. 22, art. 16094069231205789.
- 13 Dalkin S. et al. Using computer assisted qualitative data analysis software (CAQDAS; NVivo) to assist in the complex process of realist theory generation, refinement and testing. *International Journal of Social Research Methodology*, 2021, vol. 24(1), pp. 123-134.
- 14 Ratnam C., Drozdowski D. Research ethics with vulnerable groups: Ethics in practice and procedure. *Gender, Place & Culture*, 2022, vol. 29(7), pp.1009-1030.
- 15 Jamieson M.K., Govaart G.H., Pownall M. Reflexivity in quantitative research: A rationale and beginner's guide. *Social and Personality Psychology Compass*, 2023, vol. 17(4), art. e12735.
- 16 Verde V. Creativity in Second Language Learning and Use: Theoretical foundations and practical implications. A literature review. *ANGLICA-An International Journal of English Studies*, 2022, vol. 31(2), pp. 133-146.

Information about the author:

Rizakhodzhayeva Gulnara Abdumazhitkyzy* – PhD, Associate Professor of the Foreign Languages teaching department, Khoja AkhmetYassawi International Kazakh-Turkish University, Republic of Kazakhstan, 161200, Turkestan, 29 B.Sattarkhanov Ave., tel.: +77770254949, e-mail: gulnara_rizahodja@mail.ru.

Ризаходжаева Гулнара Абдумажитқызы* – PhD докторы, педагогикалық шетел тілдері кафедрасының қауымдастырылған профессоры, Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университеті, Қазақстан Республикасы, 161200, Түркістан қ., Б.Самтарханов даңғ. 29, тел.: +77770254949, e-mail: Gulnara_rizahodja@mail.ru.

Ризаходжаева Гулнара Абдумажитовна* – PhD, ассоциированный профессор кафедры преподавания иностранных языков, Международный казахско-турецкий университет имени Ходжи Ахмета Ясауи, Республика Казахстан, 161200, г. Туркестан, пр. Б. Самтарханова 29, тел.: +77770254949, e-mail: gulnara_rizahodja@mail.ru.

IRSTI 378.4

UDC 378.4

<https://doi.org/10.52269/NTDG2542246>

CHALLENGES AND PROSPECTS IN ADOPTING COMPUTER-ASSISTED COLLABORATIVE LANGUAGE LEARNING TECHNOLOGIES IN TECHNICAL AND VOCATIONAL EDUCATION INSTITUTIONS

Satylganova U.N.* – Master of Pedagogical Sciences, Senior Lecturer, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan.

Golovchun A.A. – Candidate of Pedagogical Sciences, Professor, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan.

Tulekenova D.T. – PhD, Senior Lecturer, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Republic of Kazakhstan.

This paper discusses the outcomes of a study focusing on the efficacy of implementing computer-supported collaborative language learning technologies (CSCLLT) in developing foreign language communi-