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## INSTRUCTIONAL DESIGN IN FOSTERING TOURISM SPECIALISTS' COMMUNICATIVE AND COGNITIVE ABILITIES

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**Abstract.** Currently, since the tourism industry's rapid growth, there is a need to make some changes in the education programs. In particular, the focus is on the effective use of various tools and approaches that contribute to the education system in the tourism industry to increase students' communicative and cognitive skills. The authors researched 2nd-year students in the speciality "6B11101 - Tourism" for this work. This research work lasted 3 months and covered 70 students. Two groups of students were formed: a control group (receiving standard teaching methods) and an experimental group (receiving a particular teaching program to improve communicative and cognitive skills). The research's primary goal was to improve tourism students' communicative and cognitive skills and enhance their English language knowledge. For this reason, a unique teaching manual was created, and critical thinking strategies were used. The pre-test and post-test results were obtained during the research work, in order to realize and compare the results of the students. The methods used were recognized as effective in improving the communicative and cognitive abilities of tourism students. The teaching manual which was created during the research enables English teachers to apply it in the education programs of tourism specialists and can be used as practical work for tourism students.

**Keywords:** communicative skills, cognitive skills, tourism, English, experimental group, control group, critical thinking, methods

### Basic provisions

One of the most common industries in existence today is tourism. A change in consumer preferences and interests are one of the main causes of this. For this reason, the development of tourism, especially education in the tourism industry, plays an important role. Since education in tourism includes knowledge of other nations, the study of information about their history and languages, and the study of a new culture, educational tourism should be adequately taught to students. It is essential for tourism students to constantly improve their knowledge because, during the trip, they work

with new people and languages. Therefore, students are required to be fully developed and qualified.

### **Introduction**

The COVID-19 pandemic has caused significant harm to the tourism industry, which is considered a global problem and is taking over again and developing rapidly—the necessity for major reforms in the educational field. One of them, taking into account the transformative abilities of students in the training course, is the expression of personality through their internal and external transformations. At the same time, a deeper awareness of life values and aspirations for improving higher education in tourism is also required [1].

In the area of tourism education, many studies are aimed at improving students' learning capacity and teaching effectiveness [2], [3]. In active learning, learning through "experiential learning" has had a significant impact on students' attendance and academic performance [4]. In addition, during active teaching methods, students can use and supplement the materials they have been engaged in [5]. In modern education, the 21st century's requirements, the education sector needs to increase creativity and innovation [6], [7]. The training method, "design thinking", is taught to solve many creative problems. This method develops the abilities needed in the 21st century because students find and sort information during their studies and create realistic experiences [8], [9], [10].

A few methods are included in the educational program in specialty tourism, but more methods must be developed for developing communicative and cognitive skills. Communication and cognitive skills are essential for today's tourism students. It is because the majority of community tourism workers enter into relationships. In general terms, cognitive skill is considered an activity that transforms the student's learned information into knowledge [11]. Cognitive thinking refers to mental actions, that is, memory, learning, perception, understanding of information and conclusions. Cognitive learning focuses on and contributes to developing students' ability to understand information and the effective use of the mind. Mainly develops decision-making and problem-solving abilities from an early age [12]. As for the communicative competence students of tourism, communication skills can be advantageous for students' socio cultural development and from the education perspective. In addition, it is considered the ability to communicate effectively with others [13].

We have developed a teaching manual for developing the communicative and cognitive skills of students studying in speciality tourism and used the primary tool in the study.

### **Materials and methods**

Against the background of changing economic, social and technological conditions, tourism education needs to change the curriculum, programs and educational environment [14]. Therefore, to develop the communicative and cognitive skills of tourism students, research action was carried out for 2<sup>nd</sup>-year students of the International Kazakh-Turkish University named after Khoja Ahmed Yassawi in the

specialty “6B11101– Tourism”. In more detail, 2 groups were considered for the research work, which included 70 students. One of them was Group A, an experimental group, while the next group, Group B, participated in the research work as a control group.

This research investigates the implementation of the teaching manual for 2<sup>nd</sup> – year tourism students in engaging with creative tasks and their potential influence on the enhancement of communicative and cognitive abilities in the International Kazakh-Turkish University named after Khoja Ahmed Yassawi situated in Turkestan, Kazakhstan.

In this study, the quantitative research method has been used. In the field of educational research, quantitative research has become increasingly popular, especially in tourism educational programs. This research’s main goal is to increase tourism students’ communicative and cognitive abilities by creating the teaching manual for students.

Pre and post tests have been used to gather data. The results of tests have been examined by diagrams.

The researcher’s study is used to determine the students’ attitudes toward the test both before and after the experiment, as well as to show how the experiment may improve the students’ communicative skills through the use of activities in the teaching manual.

The research work was carried out over 3 months, 35 students were included in Group A, and 35 other students became members of Group B. Since one of the essential skills of tourism is the communicative and cognitive skills. In this regards, during the study, a unique teaching manual, "Adequacy and Power in Public speaking", was developed and included in the curriculum of the experimental group. The specially created manual consisted of 15 units (table - 1); each consisted of tasks with information about different areas. English lessons were held 3 times a week for the experimental group, 2 lessons conducted according to the general program, 1 lesson was devoted to research work. That is, the book was used for experimental study by tourism students 1 time a week.

During the research, tests covering topics in the book were taken every month to determine how much knowledge students have acquired and how much the book used impacts improving students' knowledge. Also, during the completion of the tasks, it was noted which tasks were difficult for students, and explanatory work was carried out.

The purpose of this tool is to help tourism students quickly get along with the owners of various industries they encounter during their travels and contribute to the tourism sector's rapid advancement. Each section of the manual contains 10 tasks by level. In addition, as part of modern innovative technologies, a QR scan was used, and a separate channel was opened on the YouTube network. Through a QR scan, students could watch small videos collected on the correct pronunciation of new dictionaries for each industry and listen to audio of the tasks assigned to the listening task on the YouTube network.

During the research, critical thinking strategies were used to implement the tasks set in the teaching manual to improve the efficiency of students' growth. The main goal here was to develop the skills of tourism students to find the best solution to any problem and express their thoughts freely. The methods of "Brainstorming", "Picture describing", "KWL chart", "Mind map", "Sinkwine", "Insert" "5-W" method, "Thin and thick question", "Storytelling", "Roleplay" developed every skill of tourism students (figure – 1). For example, in finding a solution to any situation, it was helpful to develop such skills as memorizing information by presenting several proposals and correctly analyzing the data collected.

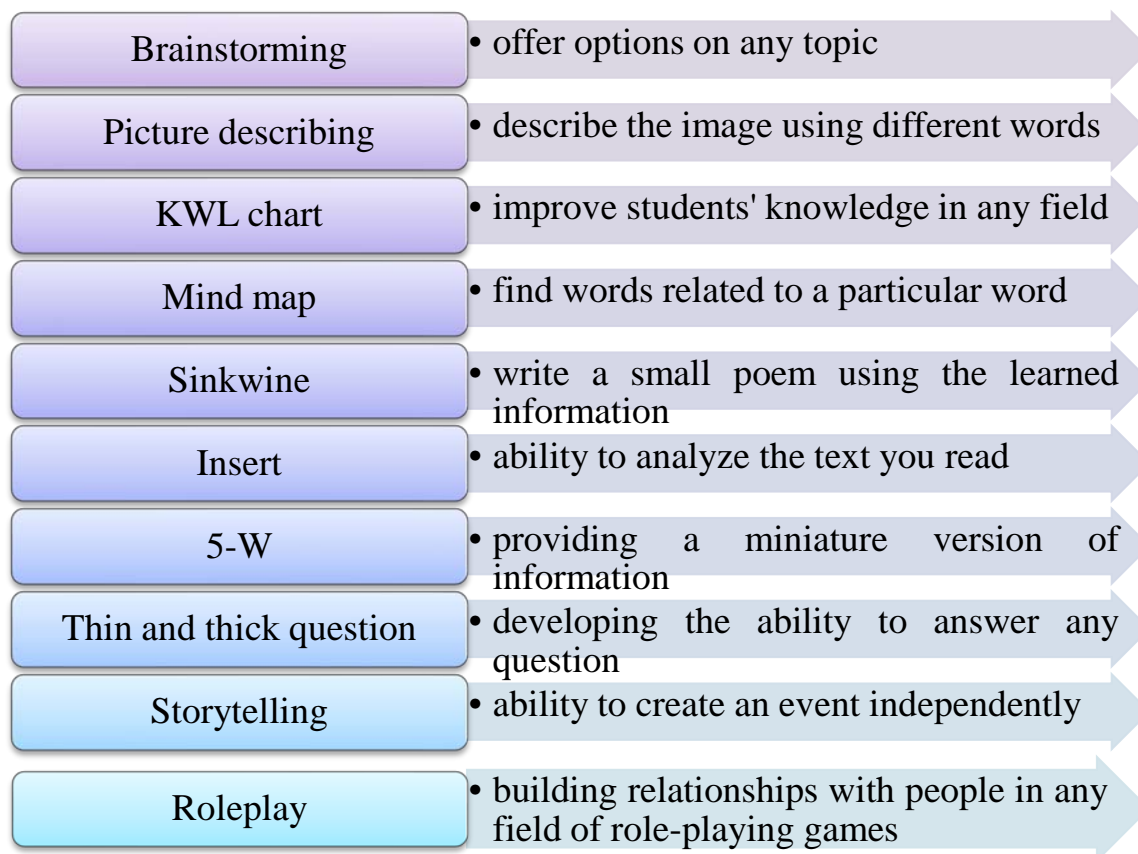


Figure – 1 - Benefits of critical thinking techniques for students' the communicative and cognitive skills

Each section of the teaching manual, "Adequacy and Power in Public speaking", which was used during the research work with the participation of 2-year students studying in the speciality "6B11101– Tourism", consisted of dictionaries, phrases and dialogues that are found daily in various fields. After learning the given dictionaries, students completed tasks divided into 3 levels (light, medium, and difficult). The tasks included 4 English skills (reading, listening, writing, and speaking).

### **Results and discussion**

During 3 months of research work, to evaluate the efficacy of the strategies adopted, pre-test and post-test were carried out to the experimental and control groups.

The test, consisting of 15 questions, was divided into 3 sections. The first part was "Definitions of the words", the next part was "Phrases and expressions", and the last part was "Choose the correct option".

According to the pre-test results, there was no significant difference in the scores of 35 experimental students and 35 from the control group. The students' average scores in both groups were 6 and 7 points (figure - 2).

In addition, the Excel program was used to analyze the knowledge of two groups of students, for each section of the pre-test, consisting of 3 parts, and to generate a percentage indicator. Each pre-test section was equated to 100% for both groups, and the students' knowledge of the unit was determined (figure - 3).

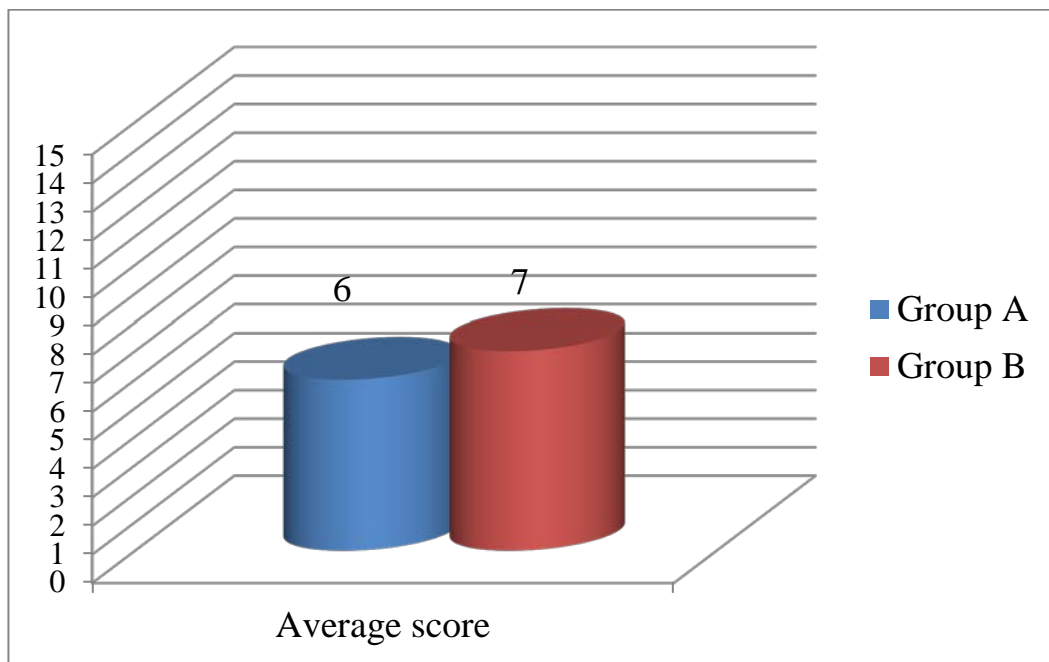
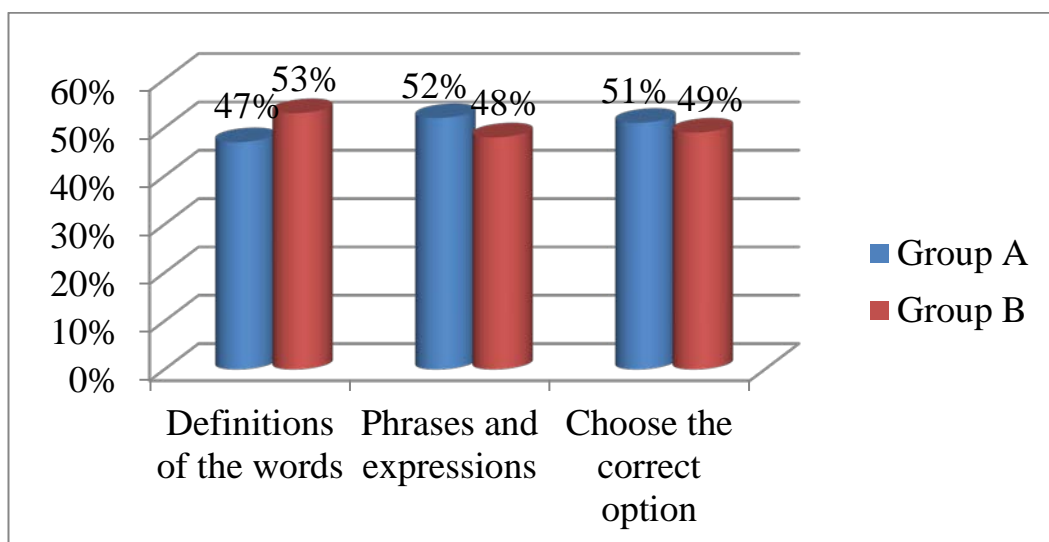


Figure – 2 - An average score of A group and B groups' pre-test



3 - Results of a pre-test

Figure –

According to the pre-test results, the students' knowledge level in the experimental and control groups for the skills of communicative and cognitive were similar. That was, the vocabulary of the English language used daily in various fields was small. For this reason, the teaching manual and critical thinking strategies recognized as effective methods to solve these problems. In these regards, a post-test was taken from both groups to see the benefits of using methods. As a result of the post-test, there was a significant difference in the average score of groups A (35 students) and group B (35 students) (figure - 4). That was, no significant changes were observed within the control group. It was observed that the experimental group students not only developed the skills of the communicative and cognitive but also improve a level of English. The post-test that was completed at the conclusion of the research consisted of 15 questions and was divided into 3 sections.

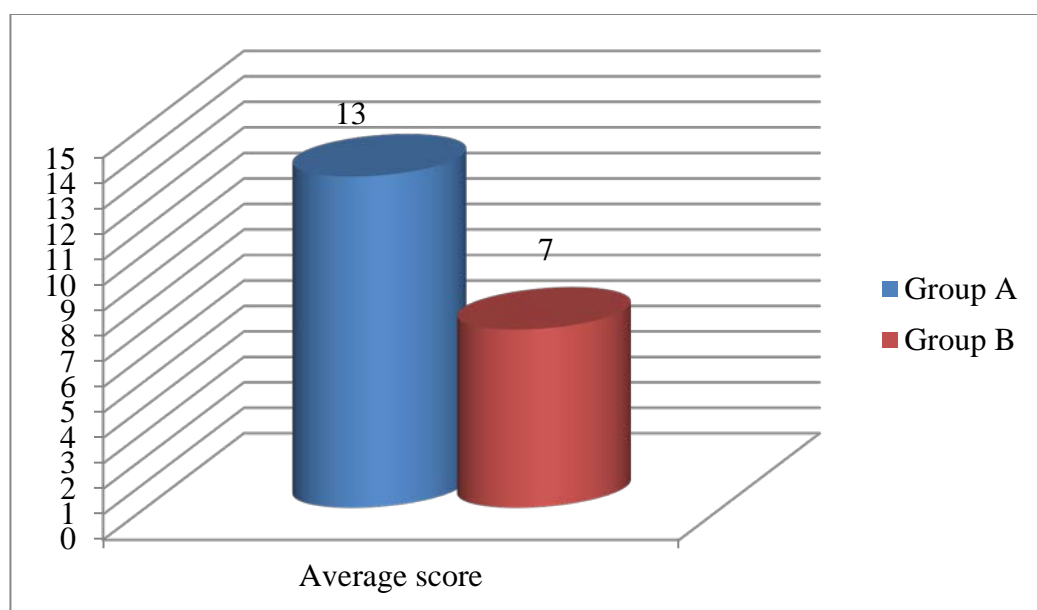


Figure – 4 - An average score of A group and B groups' post-test

As the study progressed, it became clear that Group A students, who were used as an experimental group, displayed considerable changes in their knowledge as measured by the pre- and post-tests. The methods used in critical thinking strategies have positively impacted students' the communicative and cognitive skills. In addition, using the instructions of a teaching manual, knowledge in any field has been improved, and the vocabulary in English has been expanded. In addition, the tasks which completed by using critical thinking strategies were sufficient for students and showed positive results. Knowledge of English has been developed, and the communicative and cognitive skills have been improved (figure - 5). In addition, it was noted that 2-year students became more confident in speaking as their knowledge increased with each lesson. In the manual, they improved their the communicative and cognitive skills through tasks given in each section.

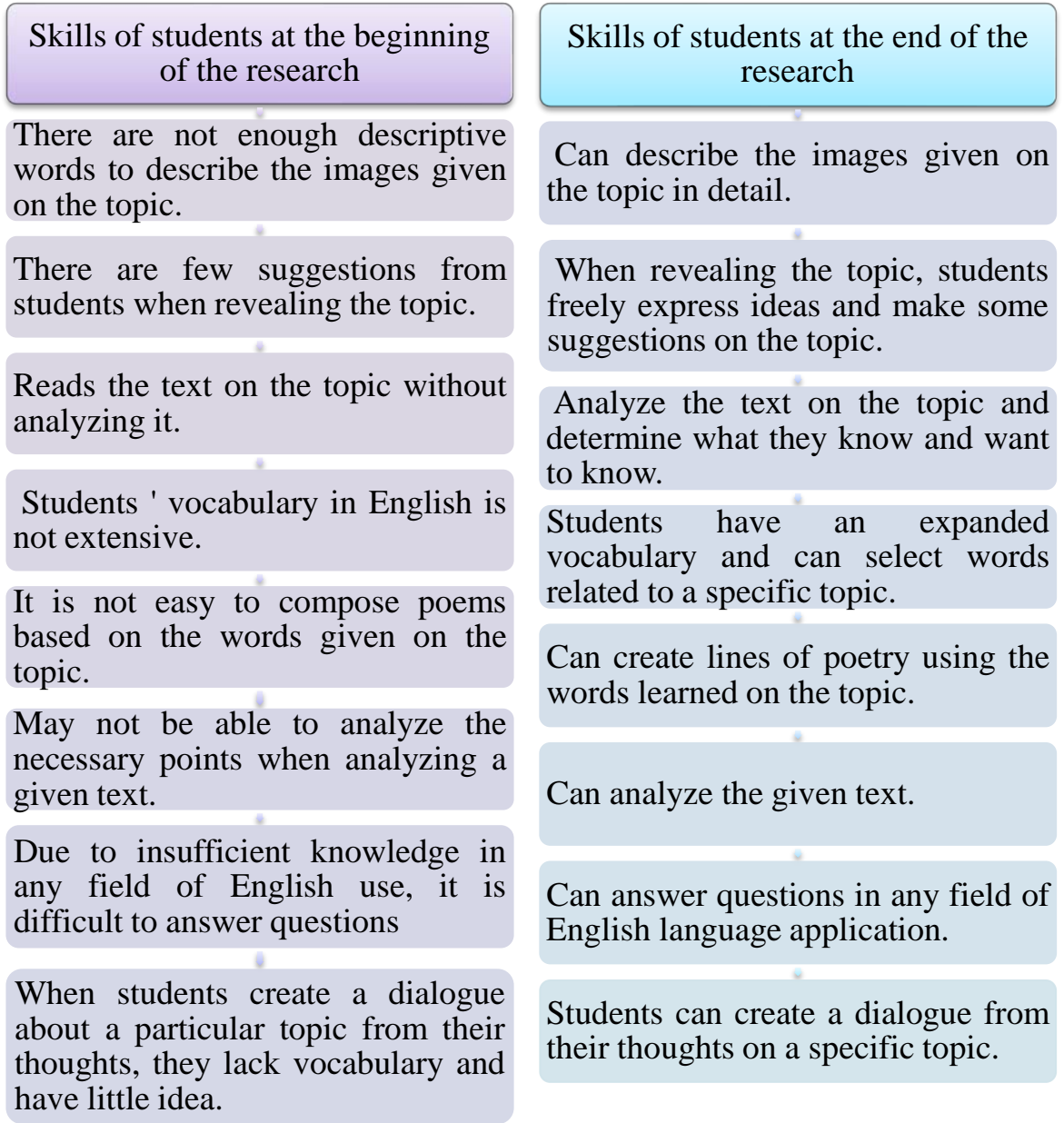


Figure – 5 - Changing of students' skills

### Conclusion

In the research work, a planned lesson was conducted to the main lesson for Group A. A specially designed teaching manual was used during the lesson for research work. In addition, critical thinking strategies were used in training to complete tasks in the manual. The methods used allowed tourism students to think critically about any problem and give several options for solving it. The manual helped to improve tourism students' the communicative and cognitive skills. The development of students' communicative and cognitive skills was carried out through 4 skills. Students' vocabulary in English has expanded in multiple areas, and they have mastered the most frequently used phrases of specialists. In English speaking, students could talk on topics in any field.

The primary and proper methods were critical thinking strategies and activities which used critical thinking strategies, and improved students' communicative and cognitive skills. The benefits of training students critical thinking techniques:

- Assist students in acquiring the critical thinking abilities they need to share their opinions publicly.
- Find a solution to any situation.
- Think comprehensively about the problem that has arisen.
- Analyze the necessary information in preparation for the speech.

The teaching manual, developed specifically to study the development of tourism students' communicative and cognitive skills, contributed to the improvement of students' knowledge. Noteworthy is the fact that:

- The vocabulary of the English language has expanded.
- Students tend to remember new words.
- Quickly has acquired information on the field of use of the English language.
- Students learned phrases and phrases from the most commonly used English language.
- They adapted to express proposals on a particular topic in English.

The study approaches, and procedures used have produced outstanding findings and had a favorable impact on the growth of students' communication and cognitive abilities. The experiment results showed how crucial it is to instruct students in critical thinking skills and include them in activities to improve their communicative and cognitive capacities.

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## **ТУРИЗМ МАМАНДАРЫНЫҢ КОММУНИКАТИВТІК ЖӘНЕ ТАНЫМДЫҚ ҚАБІЛЕТТЕРІН ДАМЫТУҒА АРНАЛҒАН ПЕДАГОГИКАЛЫҚ ДИЗАЙН**

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**Андатпа.** Қазіргі таңда туризм саласының қарқынды дамуына байланысты білім беру саласына біршама өзгерістерді енгізу қажеттілігі туындауда. Нақтырақ айтар болса, туризм саласындағы білім беру жүйесіне студенттердің білімін және коммуникативті-танымдық дағдыларын арттыруға септігін тигізетін оқу-құралдар мен түрлі тәсілдер тиімді қолдану басты назарға алынуда. Бұл мақалада, авторлар "6В11101 - Туризм" мамандығында оқитын 2 курс студенттеріне зерттеу жұмыстары жүргізілді. Аталған зерттеу жұмысы 3 айға созылып, 70 студент қамтылды. Студенттердің екі тобы құрылды: бақылау тобы (оқытудың стандартты әдістері алынды) және эксперименттік топ (коммуникативті-танымдық дағдыларын жақсарту үшін арнайы оқу бағдарламасы алынды). Бұл зерттеу жұмысының негізгі мақсаты туризм студенттерінің коммуникативті-танымдық дағдыларын дамытып, ағылшын тілінде білімдерін

жетілдіру болды. Сол себепті, арнайы оқу-құралы құрастырылып, сын тұрғысынан ойлау әдістері мен тәсілдері қолданылды. Студенттердің нәтижелерін түсіну және салыстыру үшін зерттеу жұмысында алдын-ала тестілеу және тестілеуден кейінгі нәтижелер алынды. Қолданылған әдістер туризм студенттерінің коммуникативті және танымдық қабілеттерін жақсартуда тиімді деп танылды. Зерттеу барысында жасалған оқу құралы ағылшын тілі мұғалімдеріне оны туризм мамандарының білім беру бағдарламаларында қолдануға мүмкіндік береді және оны туризм студенттері үшін практикалық жұмыс ретінде пайдалануға болады.

**Тірек сөздер:** коммуникативті дағдылар, танымдық дағдылар, туризм, ағылшын тілі, эксперимент топ, бақылау топ, сыни ойлау, әдістер

## **ПЕДАГОГИЧЕСКИЙ ДИЗАЙН РАЗВИТИЯ КОММУНИКАТИВНЫХ И КОГНИТИВНЫХ СПОСОБНОСТЕЙ СПЕЦИАЛИСТОВ ПО ТУРИЗМУ**

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**Аннотация.** В настоящее время в связи с бурным развитием сферы туризма возникает необходимость внесения некоторых изменений в сферу образования. В частности, в сфере туризма особое внимание уделяется эффективному использованию учебных пособий и различных подходов, способствующих повышению знаний и коммуникативно-когнитивные навыки студентов в системе образования. В этой статье авторы провели исследования для студентов 2 курса, обучающихся по специальности "6В11101-Туризм". Данная исследовательская работа длилась 3 месяца и охватила 70 студентов. Были сформированы две группы студентов: контрольная группа (получающая стандартные методы обучения) и экспериментальная группа (получающая определенную программу обучения для улучшения коммуникативных и когнитивных навыков). Основной целью данной исследовательской работы было развитие коммуникативных и когнитивных навыков студентов, изучающих туризм, и улучшение их знаний английского языка. Поэтому было разработано специальное учебно-методическое пособие, применены техники критического мышления. Результаты предварительного тестирования и пост тестирования были получены в ходе исследовательской работы, чтобы выяснить и сравнить результаты студентов. Используемые методы были признаны эффективными для улучшения коммуникативных и когнитивных способностей студентов, обучающихся по туризму. Учебное пособие, созданное в ходе исследования, позволяет преподавателям английского языка применять его в образовательных программах специалистов по туризму и может быть использовано в качестве практической работы для студентов, изучающих туризм.

**Ключевые слова:** коммуникативные навыки, когнитивные навыки, туризм, английский язык, экспериментальная группа, контрольная группа, критическое мышление, методы

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