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FEATURES OF THE FORMATION OF PROFESSIONAL TOURIST DISCURSIVE COMPETENCE IN THE CONTEXT OF FOREIGN LANGUAGE EDUCATION

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Abstract. The article deals with the influence of modern processes of globalization and world integration. Thus, the importance of foreign language skills and intercultural communication skills is increasing. A special role in the tourism industry is played by the ability of professional specialists to communicate correctly in a foreign language, provide intercultural understanding and unique tourist services. In this regard, the formation of a professional discursive competence by learning a foreign language is an important aspect of improving professional qualifications, eliminating cultural boundaries and improving the level of quality of service. This article examines the formation of a professional tourist discursive competence in the conditions of mastery of a foreign language and the features of subcompetencies arising on its basis. Professional foreign language discursive competence in the tourism industry is considered as an effective means of intercultural interaction and offers training programs and methods aimed at developing the skills of communication of tourism specialists in a foreign language. In addition, the main factors influencing the formation of tourist discursive competence in the context of foreign education, including intercultural education, language communication strategies and professionally oriented skills, are studied.

Key words: communicative-cognitive subcompetence, linguacultural subcompetence, professional-tourist subcompetence, discursive competence, role-playing method, simulation method, critical thinking method, task

Introduction

The process of globalization and integration of the Republic of Kazakhstan into the world educational space, ensured by economic reforms and active cooperation of our state with foreign countries, requires training of specialists who communicate competently in a foreign language

The tourism industry is becoming more and more international in nature. In this context, the mastery of foreign languages for effective interaction with international clients, partners and colleagues becomes an important aspect. Tourism is not only travel organization, but also cultural exchange, which is impossible without language skills. On the labor market, specialists with knowledge of foreign languages and competencies in the field of tourism are in high demand.

The tourism industry requires employees capable of working in multilingual and multinational teams, which makes language skills not only a competitive advantage but also a necessity. Foreign language education in tourism contributes to the development of intercultural competence, which is essential for successful interaction with customers, tourists and colleagues from different countries. Understanding of cultural peculiarities and the ability to adapt communication to different cultural contexts becomes an important aspect of tourism professionals' work.

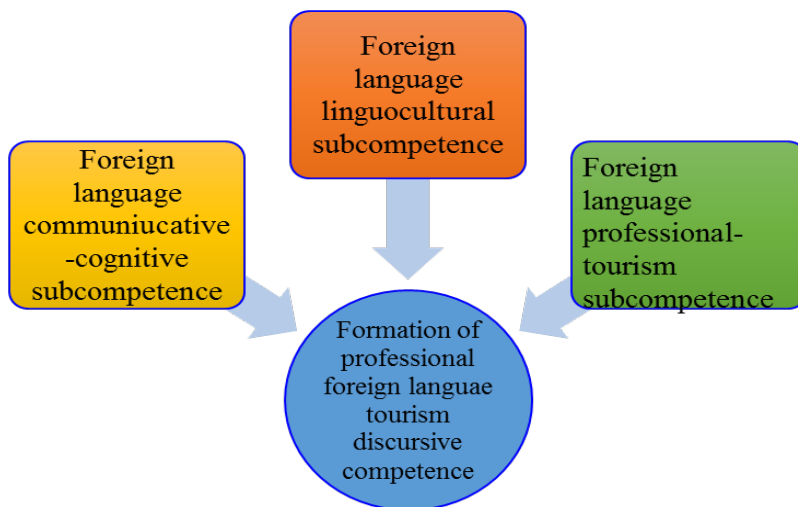
Nowadays, the educational standards of foreign language teaching are being modified due to the improvement of human cognitive activity. Together with the development of society, languages are developing. The quality and quantity of information received is changing. Foreign languages become more demanded and prestigious element in the multifaceted structure of education. Higher education institutions face the acute issue of forming students' communicative and speech skills, professional mobility, which contributes to the mastery of various activities [1].

Obtaining quality higher education is a prerequisite for professional self-realization of university graduates, and therefore its modernization in order to improve the efficiency of education and increase the competitiveness of specialists in the global market is one of the main goals of the modern educational paradigm [2, p.11].

Tourism is one of the most dynamically developing sectors of the world economy. And although in different countries and regions the share of this sector in the economic structure differs greatly. Income from tourism business often determines the economy of regions and even states, as a result of which this type of economic activity becomes a branch of specialization.

The problem of formation key competencies of the future specialist was dealt with by a number of scientists: T.V. Bai, N.V. Bitter, G.V. Reshetnikova, N.M. Koshkarova [3, 4, 5, 6]. According to I.A. Beletskaya, a future professional in the field of tourism is a translator of a certain socio-cultural experience, it should have competencies in designing innovative tourist products [7].

In order to build a structural and content model of foreign language tourist discursive competence formation, it is important to determine its composition. Those subcompetencies and skills that will be the object of development in students of tourism profile. According to the components, the subcompetencies that should be included in the formation of foreign-language tourist discursive competence, as well as the skills that they consist of, have been identified. We propose the following types of subcompetencies for consideration: foreign-language communicative-cognitive subcompetence, linguacultural subcompetence and foreign-language tourist and professional subcompetence. Formation of a professional tourist discursive competence in the context of foreign education.



Picture-1. Structural subcompetencies of the formation of professional tourist discursive competence in the context of foreign education

Let us consider each subcompetence in the context of foreign-language tourist discursive competence formation.

Foreign-language communicative-cognitive subcompetence. Communicative-cognitive subcompetence's potential is considered as an integral integrity of knowledge, skills, abilities, needs of a person to extract the necessary information from the educational text; its processing; to select a concept on the basis of hypertext, to classify according to the given guidelines: by the process of action, by the object. This concept reflects the connection between cognitive potential and information activity. Communicative-cognitive subcompetence to teaching foreign languages stipulates the conscious improvement of speech, with certain goals and objectives. We should agree with the Russian Linguist T. N. Ushakova that the speech behavior of learners in the process of natural communication is the result of their subjective perception. Expressed outside signals are used not independently, but in direct relationship with the subjective state of the speaker [8, p. 22]. The meaningfulness of speech is directly related to thought processes; speech - to emotions, etc. In fact, with the help of certain mechanisms, verbal processes are closely intertwined with cognitive processes [9, p. 132-134].

The very concept of cognitive mechanism is widely used in various branches of science. J. N. Maslova and E. A. Popova say that the task of cognitive mechanisms is the formation of meaning [10]. A similar concept is used by E. A. Golubeva in cognitive linguistics [11, p.32-35].

It should be noted that the study of cognitive mechanisms in learning is one-sided. For example, T. I. Borisenko considers only the formation of a certain specific learning competence [12, p. 20-26], and D. O. Kaipbergenova studies the emergence of some specific learning difficulty in cognitive mechanisms [13, p. 832-834].

Communicative-cognitive subcompetence in the context of tourism discursive competence formation is the ability to effectively perceive, interpret and transmit information in the process of communication in the tourism sphere. This includes both verbal and non-verbal elements of communication, as well as the ability to understand cultural and social contexts related to tourism.

Thus, the communicative-cognitive subcompetence in the formation of tourism discursive competence contributes not only to the successful exchange of information, but also to improving the quality of tourism experience, improving intercultural interaction and creating a more attractive and customized tourism product.

Foreign-language linguocultural competence in the formation of foreign-language tourist discursive competence plays a key role in successful intercultural interaction between tourists and locals, as well as between tourists and representatives of the tourism industry. This competence includes knowledge of the language and culture of the country in which tourism takes place, as well as the ability to adequately perceive and interpret cultural contexts in the process of communication. Linguocultural subcompetence includes not only the knowledge of standard language expressions, but also the use of specific vocabulary related to tourism, as well as phraseology, which may have a special meaning within a given culture. D.I. Bashurina, R. Bart, A.V. Getmanskaya, S.V. Ivanova, F.S. Kabekova, M.A. Mignenko, F. de Saussure, R. Jakobson, etc. were engaged in the problem of forming linguocultural competence in students. The linguistic theory of cultural-situational models, authored by L. Wittgenstein and M. Heidegger, has been developed.

Today in university education the linguacultural aspect takes a special place, especially in the training of specialists in the field of tourism, “multicultural education and upbringing is considered as the main part of modern education, contributing to the introduction of the young generation to the ethnic culture proper, the development of ethnic competence and tolerance” [14, p. 162-165].

The leading role of the category of values in the formation and development of linguacultural subcompetence is noted by many methodologists: E.M. Vereshchagin, V.G. Kostomarov, V.V. Vorobyev, O.D. Mitrofanova, I.P. Lysakova and others. “Culture is values and they determine everything, not “knowledge and skills”, - emphasizes in his works E.I. Passov [15, p.9].

Linguacultural subcompetence should be considered as one of the central components of professional culture of a modern specialist in the field of tourism, which is associated with the modern socio-cultural situation and the peculiarities and contradictions of the development of multinational and multicultural Russian society and the world as a whole.

Let us formulate the role of linguacultural competence for effective learning a foreign language, which will help to comprehend and define one’s emotional attitude to the world, to correctly understand and evaluate the native language and culture. The presence of this competence will also contribute to the realization of traditions, values and spiritual culture of the country of the studied language. Under the linguacultural competence of a future specialist we will understand

a complete system of linguacultural knowledge and skills that characterize the personality of a specialist from the point of view of his/her preparedness to perform professional tasks.

Thus, linguocultural competence in the formation of foreign-language tourist discursive competence allows not only to improve the effectiveness of communication and quality of service, but also creates opportunities for deep understanding, respect and integration of different cultures in the global tourism industry.

Foreign-language tourism and professional subcompetence. Tourism and professional subcompetence are two competency areas that can be related to the development of skills in specific areas. Tourism and professional subcompetence includes the knowledge, skills and abilities that are necessary to work effectively in the tourism and travel industry. Professional and tourism subcompetency is a set of knowledge and skills required to successfully perform tasks and achieve goals in a specific profession.

Tourism and professional sub-competence, like professional competence, requires the development of specialized skills and knowledge, but unlike general professional competence, it is focused on the field of tourism and travel. For example, for a tourism professional who works as a tour guide or tourism manager, a combination of both professional skills (e.g., knowledge of the tourism market) and tourism skills (e.g., skills in communicating with tourists, organizing tours) is important.

Depending on the profession, tourism and professional subcompetency may include elements of professional competencies, but with a focus on the specific tasks and characteristics of the tourism industry.

Materials and methods

In this article, we will look at the features of subcompetencies in the formation of professional foreign language tourist discursive competence. We offer ways to determine the ability to master professional alien discursive competence and the development of their sub-competencies. The role of approaches and methods related to the formation of professional alien discursive competence, as well as subcompetencies necessary for the formation of professional foreign language tourist discursive competence, has been determined.

The purpose of the article is to analyze the features of subcompetencies aimed at improving the quality of tourist services in teaching a foreign language, to show the importance of innovative pedagogical methods and tools in the formation of a professional alien discursive competence.

In the process of revealing foreign language communicative-cognitive subcompetence, foreign language linguacultural subcompetence and foreign language professional-tourist subcompetence, we used the following methods:

- role-playing method and simulation method;
- critical thinking method.

In determining the following methods, we used the following research methods: analysis of scientific literature on the problem under consideration of

domestic and foreign researchers and the method of observation. These methods helped us to comprehensively evaluate the students' success in performing tasks aimed at in formation discursive competence of future specialists in field of tourism.

First of all, we want to dwell on the importance of the role-playing method and the method of critical thinking in the formation of the discursive competence of future tourism specialists. Role-playing method allow students to recreate real communicative situations they may encounter in the tourism field. During the game they learn to adapt language and actions according to cultural and social characteristics. Applying critical thinking techniques to analyze tourism texts, events and situations. This promotes the development of cognitive skills such as evaluation, reasoning, highlighting key points and applying this knowledge to real-life situations. Using case studies from the tourism industry to analyze and solve problems. This develops not only the communicative but also the cognitive skills of students in the context of professional communication.

Using these methods not only helps to develop all subcompetencies in students, but also helps to develop flexible and effective communication skills in the tourism industry. These subcompencies, aimed at integrating language and culture, stimulate cognitive processes and help students to adapt to the real conditions of professional tourism activities, improving their ability to communicate in a foreign language in a variety of tourism situations.

When assessing these subcompetencies we used the following criteria:

- the ability to convey information in a clear, logical and structured form in a foreign language, as well as to correctly interpret information from the interlocutor;

- the ability to effectively apply cognitive strategies (analysis, synthesis, generalization, forecasting, etc.) when making decisions and solving problems in an intercultural situation;

- the ability to use terms and expressions correctly in the appropriate context;

- ability to understand and recognize differences in cultural norms and values of different countries, especially in the context of tourism;

- ability to use correct phrases and manners of communication when dealing with tourists from different cultural contexts;

- ability to use correct tourism terminology when communicating with clients;

- ability to establish communication with clients and partners from different countries using both foreign language and cultural knowledge.

The assessment of foreign language communicative-cognitive, foreign language linguacultural and foreign language professional-tourism sub-competencies requires a comprehensive approach and the application of multiple criteria focusing on both linguistic accuracy and adaptability, as well as cultural and professional knowledge and skills. It is important to take into account both theoretical and practical aspects, including the ability to interact effectively with customers, to take into account cultural differences, and to apply professional

knowledge to solve real-life problems in the tourism field.

The following role-playing games and simulations were used in the formation of foreign language communicative-cognitive, foreign language linguocultural and foreign language professional-tourism subcompetence in foreign-language professional-tourism discussion. During practical classes students performed a number of tasks.

Students played the role of a tour guide, conducting a tour for tourists. Tour guides should take into account their cultural preferences, peculiarities of time perception, communication and language.

Next task students simulated negotiations with customers from different countries. For this case, students must use cognitive strategies to adapt to a variety of cultural contexts. They will negotiate with clients from different countries where differences in business ethics, time perception and important cultural aspects need to be taken into account.

And for the formation of foreign language linguacultural subcompetence we measured the ability to understand and use cultural differences and peculiarities when communicating in a foreign language. For its formation it is important to develop in students the skills of adapting speech and behavior in different cultural contexts, which plays a special role in the tourism sphere. Students played out a situation in which cultural differences need to be taken into account. They simulated interactions with tourists from different countries and took into account the cultural norms of these countries. Students played the roles of managers and they adapted the presentation of tours, taking into account the preferences and cultural characteristics of these groups.

The foreign language professional-tourism subcompetence includes knowledge and skills that are necessary to work in the tourism industry, such as knowledge of specific vocabulary, ability to work with tourism services, ability to navigate tourism procedures and standards. Students simulated a situation of booking tourism services including ticketing, hotel rooms, arranging tours and excursions. This helped to develop professional communication skills that are necessary to deal with customers in the travel industry. It played an employee of a travel company, organized a tour for a foreign tourist, taking into account all its preferences, and provided information about the itinerary and additional services in a foreign language. And in the next task, students conducted a consultation for tourists, offering them different options of tours, explaining important points such as seasonality, cultural peculiarities of the country, food traditions.

The next method we used to form foreign language communicative-cognitive, foreign language linguacultural and foreign language professional-tourist subcompetencies in foreign-language professional-tourist discussion is the method of critical thinking. To form these subcompetencies we used the following tasks.

Task 1. You need to decide how a travel agency can improve its reputation after several tourists left negative reviews about your service. What measures would you suggest to remedy the situation? Discuss the pros and cons of each of the proposed options.

Task 2. All travel agencies should apply a system of ecological certification of their services.” Each group should prepare arguments for and against this idea and present them at the debate.

Task 3. Your travel agency is facing mass cancelations due to unpredictable weather conditions. What steps should be taken to minimize losses and satisfy customers? Suggest solutions and discuss their advantages and disadvantages.

Task 4. You are a travel agent and you need to convince a client to choose a sightseeing tour of Washington, D.C., despite his concerns about cost. How will you present information to convince him of the advantages of this tour?

Task 5. A travel agency organizes tours to environmentally sensitive areas. Do you think tourists should have access to such places? What ethical aspects should be considered when organizing tours to such areas?

Task 6. Evaluate the advertising brochure of a travel company offering trips to an exotic country. How do you evaluate the company’s approach to presenting information? Are there elements in the advertisement that may be inappropriate or ineffective for the target audience?

These assignments were useful for students to develop critical thinking skills, communicative competence and linguacultural awareness, which will be useful when discussing professional tourism topics in English.

Thus, the use of role-playing games and simulations in the training of future specialists in the tourism industry helps to develop the most important sub-competencies such as foreign language communicative-cognitive, foreign language linguacultural and foreign language professional-tourism skills. These methods actively involve students in practical activities, simulating real-life situations and helping them overcome cultural and professional barriers they may encounter in their future profession. As a result, students become more confident in their ability to adapt to different cultural contexts, effectively solve professional tasks and communicate in a foreign language in the tourism field.

Results and discussion

For the experiment of these subcompetencies we chose the students of the 2nd year of the specialty “Tourism” of the Kazakh Academy of Sports and Tourism. The total number of participants of the experimental training is 38 people.

We used the following criteria to check the effectiveness of these assignments:

- ability to convey information in a foreign language in a clear, coherent and structured manner;
- ability to correctly apply terms specific to the tourism industry;
- ability to observe business ethics in different cultural contexts;
- ability to effectively argue proposed solutions;
- ability to present a tourism product in a foreign language, highlighting its key advantages, features and unique elements that may be of interest to the client;
- ability to use the foreign language correctly and flexibly⁶ adapting his/her speech style depending on the interlocutor’s language level;

- the ability to convey your thoughts clearly and grammatically, to avoid ambiguous phrases, and to maintain a logical structure when explaining solutions.

Using these criteria in practical assignments helps students develop all the necessary aspects of professional foreign-language tourism discursive competence. These skills are key to successful work in the tourism field as they promote critical thinking, effective communication, cultural awareness and professional competence.

First, we will test the effectiveness of the assignments given on the role-playing and simulation method. When performing these tasks, the students demonstrated different levels of formation of these subcompetencies in the formation of professional foreign-language tourist discursive competence.

The low level was shown by 39.47% of students. They did not take into account cultural peculiarities of interlocutors, business ethics, as well as the problems of time perception and communication.

The average level was shown by 44.73%. Students tried to adapt their behavior, but sometimes made mistakes in taking into account cultural differences and did not always effectively apply cognitive strategies.

A high level was shown by 15.78%. Students successfully used cognitive strategies to adapt to cultural contexts, considering all important aspects such as business ethics, time perception and communication characteristics. They confidently conducted tours and successfully negotiated, demonstrating a high degree of communicative competence and intercultural ability.

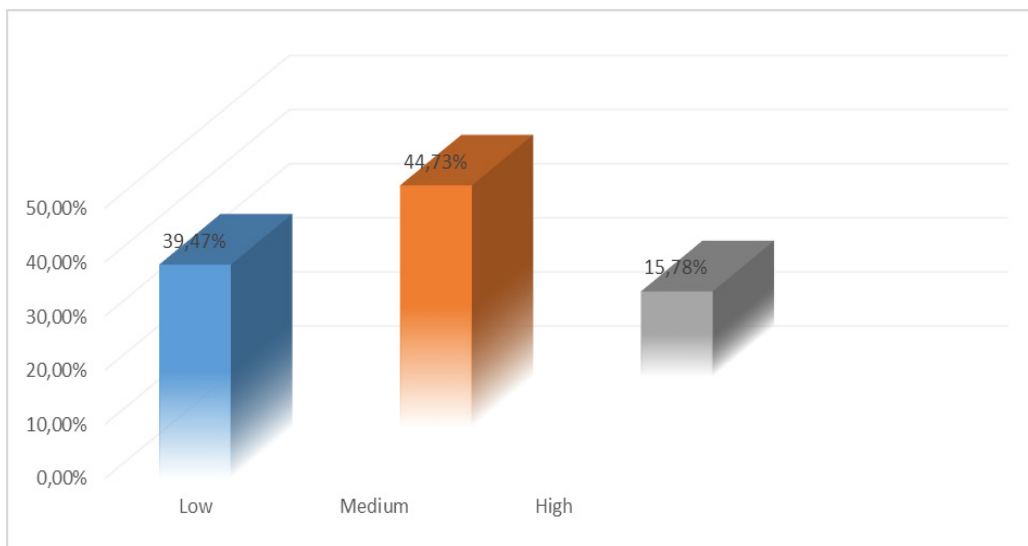


Figure-1. Formation of subcompetencies through role playing and simulation methods the students of the specialty “Tourism”

After performing these tasks, we found that students showed high, medium and low levels.

34,21% of students solved the tasks with minimal effort, using general and

superficial solutions. Students applied standard set of arguments and solutions without considering the specifics of the situation.

47,36% of students analyzed the situation more deeply, offered several solutions and evaluated the pros and cons. They argued the situation in a more meaningful way, but still more insufficiently in-depth. They gave real examples, but without detailed elaboration of all factors.

18,42% of students showed a high level. Students approached the solution comprehensively, using knowledge, skills and approaches typical of the professional tourism industry. They considered solutions, implemented strategies with detailed elaboration. Students' reasoning is based on theoretical knowledge, data is taken from examples of successful practices, taking into account cultural and social factors.

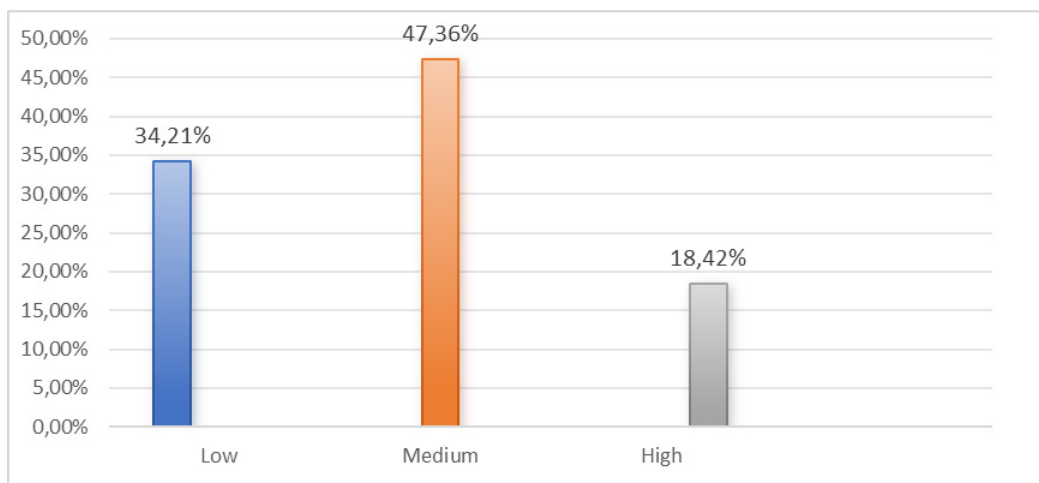


Figure-2. Formation of subcompetencies in developing critical thinking skills of the students of the specialty "Tourism"

The results of the assignments show a variety of levels of depth of analysis among students. The majority of students 47,36% approached the task with more meaningful, but not deep enough analysis, offering several solutions, but not considering all possible nuances. 34.21% of students demonstrated a superficial approach, limiting themselves to standard solutions without considering the peculiarities of the situation. At the same time, 18.42% of students showed a high level, approaching the solution comprehensively, applying knowledge and skills typical of the professional environment, and taking into account all key factors, including cultural and social aspects.

Thus, we can distinguish two main groups of students: the majority are those who solve problems at an average level with elements of analysis, but without deep elaboration, and a minority who demonstrated a high level of analysis and reasoning. This indicates the need for further development of critical thinking skills in the formation of professional foreign language tourism discussion and integrated approach in students, as well as the importance of preparation for the real conditions of the educational environment.

Conclusion

For specialists in the field of modern tourism, an important skill is mastering a professional foreign discourse. Role-playing games and methods of simulation, critical thinking provided for in this article effectively influence the formation of a professional tourist discursive competence on the study of a foreign language. During the training process, students will have the opportunity to develop not only language skills, but also linguistic and cultural and cognitive aspects. With these methods, students learn how to practically solve specific situations that arise in the field of tourist services, have the skills to establish effective communications in various cultural contexts.

A particularly important role is played by the formation of communicative-cognitive, linguistic-cultural and professional-tourist sub-competencies, improving the language skills of students and improving intercultural communication skills. With the help of the applied methods and tasks, students learn self-development, making new decisions and adapting to various cultural and professional requirements in the tourism industry.

Overall, the study found that since most students operate at moderate levels, additional training and experience is needed to deepen their skills and be fully prepared to master professional tourist discursive competence. The most important role in the educational process aimed at the formation of a professional alien tourist discursive competence is played by the development of critical thinking and cultural skills.

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ШЕТТІЛДІК БІЛІМ БЕРУ ЖАҒДАЙЫНДА КӘСІБИ ТУРИСТІК ДИСКУРСИВТІ ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ ЕРЕКШЕЛІКТЕРІ

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Аңдатпа. Мақалада қазіргі жаһандану және әлемдік интеграция үдерістерінің ықпалымен шетел тілін меңгеру және мәдениаралық коммуникация дағдыларының маңызы туралы айтылады. Әсіресе, туристік салада кәсіби мамандардың шетел тілінде дұрыс қарым-қатынас жасау, мәдениетаралық түсіністік және ерекше туристік қызметтерді ұсыну қабілеті маңызды рөл атқарады. Осы орайда, шетел тілін меңгеру арқылы кәсіби

туристік дискурсивті құзыреттілікті қалыптастыру - кәсіби біліктілікті арттырудың, мәдени шекараларды жоюдың және сапалы қызмет көрсету деңгейін көтерудің маңызды аспектісі болып табылады. Бұл мақалада шетел тілін меңгеру жағдайында кәсіби туристік дискурсивті құзыреттіліктің қалыптасуы және оның негізінде пайда болатын субкомпетенциялардың ерекшеліктері қарастырылады. Туристік саладағы кәсіби шеттілдік дискурсивті құзыреттілік мәдениетаралық өзара әрекеттестіктің тиімді құралы ретінде қарастырылып, туристік мамандардың шетел тілінде қарым-қатынас жасау дағдыларын дамытуға бағытталған оқу бағдарламалары мен әдіс-тәсілдер ұсынылады. Сонымен қатар, шеттілдік білім беру жағдайында туристік дискурсивті құзыреттіліктің қалыптасуына әсер ететін негізгі факторлар, оның ішінде мәдениетаралық білім, тілдік қатынас стратегиялары және кәсіби бағдарланған дағдылар зерттеледі.

Тірек сөздер: коммуникативті-когнитивті субкомпетенция, лингвомәдени субкомпетенция, кәсіби-туристік субкомпетенция, дискурсивті құзыреттілік, рөлдік ойын әдісі, симуляция әдісі, сыни ойлау әдісі, тапсырма

ОСОБЕННОСТИ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ ТУРИСТИЧЕСКОЙ ДИСКУРСИВНОЙ КОМПЕТЕНЦИИ В УСЛОВИЯХ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ

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Аннотация. В статье рассматривается влияние современных процессов глобализации и мировой интеграции. В связи с этим возрастает значимость владения иностранными языками и навыками межкультурной коммуникации. Особую роль в индустрии туризма играет способность профессиональных специалистов грамотно общаться на иностранном языке, обеспечивать межкультурное взаимопонимание и предоставлять уникальные туристические услуги. В связи с этим формирование профессиональной дискурсивной компетенции посредством изучения иностранного языка является важным аспектом повышения профессиональной квалификации, устранения культурных барьеров и повышения уровня качества обслуживания. В данной статье рассматривается формирование профессиональной туристической дискурсивной компетенции в условиях владения иностранным языком и особенности субкомпетенций, возникающих на ее основе. Профессиональная иноязычная дискурсивная компетенция в индустрии туризма рассматривается как эффективное средство межкультурного взаимодействия и предлагаются обучающие программы и методики, направленные на развитие навыков общения специалистов туризма на иностранном языке. Кроме того, изучаются основные факторы, влияющие на формирование дискурсивной компетенции в контексте

иноязычного образования, включая межкультурное образование, стратегии языкового общения и профессионально ориентированные умения.

Ключевые слова: коммуникативно-когнитивная субкомпетенция, лингвокультурная субкомпетенция, профессионально-туристская субкомпетенция, дискурсивная компетенция, метод ролевой игры, метод симуляции, метод критического мышления, задание

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