



# Towards Enhancing Communicative-Cognitive Competence of Tourism Specialists in Teaching Foreign Language

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## Abstract

This study delves into the communicative-cognitive competence of tourism students in teaching foreign languages, examining their attitudes and skills in alignment with 21st-century educational trends. Through an analysis of students' attitudes, a positive inclination towards enhancing communicative-cognitive skills was observed, reflecting a readiness to embrace new teaching and learning strategies. The findings underscore the importance of leveraging students' attitudes and perceptions to foster a comprehensive educational experience tailored to the demands of a rapidly evolving global landscape. Furthermore, the study highlights the developmental nature of communicative-cognitive competence, with senior students demonstrating a higher level of proficiency but affirming the potential for continuous growth among all cohorts. In pursuit of the study's objectives, a mixed research design was adopted, combining both quantitative and qualitative methodologies. Specifically, the research was categorized as a descriptive study, focusing on portraying the characteristics of the target population through meticulous observation and measurement of variables without altering their natural state. This methodological approach facilitated a nuanced understanding of the study population, offering insights into their behavioral patterns, attitudes, and beliefs. The utilization of this approach enabled the collection of comprehensive data, enabling the researcher to draw meaningful conclusions and offer informed recommendations. This emphasizes the need for comprehensive educational strategies supporting students' communicative-cognitive journey from their initial years to the advanced stages of their academic and professional careers. The positive attitudes of students align with broader educational trends emphasizing holistic skill development, including communication, critical thinking, problem-solving, and cultural fluency, essential for success in the dynamic tourism industry.

This research contributes to the discourse on enhancing communicative-cognitive competence in language education, advocating for continuous improvement and adaptation of educational practices to meet the evolving needs of students and prepare them effectively for the challenges of a globalized world.

**Keywords:** Communicative competence, cognitive competence, tourism specialists, foreign language

## **1.Introduction**

In the current era of rapid globalization, the tourism industry has emerged as a dynamic and rapidly evolving sector, playing an increasingly significant role in the world economy. As the tourism landscape expands and diversifies, the demand for tourism specialists with advanced communicative and cognitive skills has never been greater. This paper embarks on an exploratory journey into the multifaceted and interconnected realms of language education and the tourism industry, highlighting the pivotal role of communicative-cognitive competence in shaping professional development, customer satisfaction, and overall innovation within this field.

The tourism industry, characterized by its inherent diversity and complexity, thrives on effective communication and cross-cultural understanding. Tourism specialists, acting as ambassadors of their respective regions, must possess a profound ability to navigate linguistic and cultural nuances to foster meaningful connections with travelers from around the globe. The development of communicative-cognitive competence, therefore, becomes a crucial aspect of enhancing the skillsets of tourism professionals, enabling them to excel in their roles and contribute to a thriving and sustainable tourism sector.

The significance of language education in the tourism industry extends beyond mere communication; it is interwoven with the fabric of professional development and growth. As tourism specialists engage in continuous learning and skill acquisition, language education serves as a foundation for their continued success. By fostering a deep understanding of language and culture, tourism professionals can adapt to new environments, engage in meaningful dialogue with industry peers, and contribute to the ongoing evolution of the tourism sector.

Moreover, the impact of communicative-cognitive competence on customer satisfaction cannot be overstated. Tourism specialists who are well-versed in language and cultural nuances are better equipped to cater to the unique needs and preferences of travelers, thereby enhancing their overall satisfaction and fostering long-lasting relationships. As a result, tourism organizations that prioritize language education and communicative-cognitive competence are more likely to achieve sustained growth and success in an increasingly competitive global marketplace.

Innovation within the tourism industry is similarly influenced by the development of communicative-cognitive competence. Tourism specialists who possess advanced language skills are better positioned to generate and implement innovative ideas, drawing upon their diverse knowledge base and cross-cultural understanding. This, in turn, contributes to the creation of more inclusive, engaging, and memorable tourism experiences, further solidifying the industry's role as a driving force in the world economy.

The significance of this exploration extends beyond mere pedagogy; it is a testament to the evolving nature of professional competencies demanded by the global tourism landscape. By delving into advanced language teaching methodologies, innovative intercultural communication strategies, and cognitive learning techniques, this study aims to pave the way for a more proficient and adaptable workforce capable of meeting the dynamic needs of modern travelers. It underscores the symbiotic relationship between language education and

industry relevance, emphasizing the role of continuous learning and adaptation in an ever-evolving professional landscape.

Through a meticulous synthesis of theoretical frameworks, empirical studies, and practical insights, this introduction lays the groundwork for a deeper understanding of the challenges and opportunities inherent in enhancing communicative-cognitive competence among tourism specialists. It sets the stage for a comprehensive exploration of best practices, innovative approaches, and transformative initiatives aimed at empowering tourism professionals to excel in their roles as effective communicators, cultural ambassadors, and strategic thinkers within the global tourism ecosystem.

The purpose of this study is to investigate and delineate the dimensions of enhancing communicative-cognitive competence among tourism specialists in teaching foreign languages. It aims to explore advanced language teaching methodologies, examine intercultural communication strategies, evaluate cognitive learning techniques, identify industry relevance and impact, and propose recommendations for professional development pathways, all to contribute to a more proficient and culturally sensitive workforce in the global tourism industry. According to the purpose, the following research questions are given:

1. How do advanced languages teaching methodologies contribute to enhancing communicative-cognitive competence among tourism specialists in teaching foreign languages?
2. What are the attitudes and communicative-cognitive competencies of third and fourth-year students in interactions and promoting cultural fluency among tourism specialists?

### **Literature Review**

The globalization of the tourism industry has propelled the demand for tourism specialists proficient in foreign languages, highlighting the critical need to enhance communicative-cognitive competence within this professional domain. This literature review delves into the landscape of language education for tourism specialists, focusing on the period last decades, to explore the efficacy of advanced language teaching methodologies in fostering linguistic proficiency, strategic communication, and cognitive development.

<p>Task-Based Learning and Real-World Simulations</p>	<p>Studies by Johnson (2019) and Liang (2021) emphasize the effectiveness of task-based learning approaches in simulating real-world scenarios encountered by tourism specialists. These approaches not only enhance language skills but also cultivate strategic communication strategies and problem-solving abilities in navigating diverse linguistic and cultural contexts within the tourism sector.</p>
<p>Communicative Language Teaching (CLT) Strategies</p>	<p>The work of Ferreras-Garcia (2020) and Chang (2014) highlights the significance of communicative language teaching (CLT) strategies in promoting meaningful interactions and authentic language use among tourism professionals. CLT approaches prioritize fluency, accuracy, and confidence in communication, aligning with the communicative demands of the tourism industry.</p>
<p>Technology-Enhanced Language Learning Tools</p>	<p>Recent advancements in technology-enhanced language learning tools have garnered attention in the literature. Studies by Wen et al. (2022) and Kim (2024) explore the integration of multimedia resources, virtual simulations, and interactive platforms to enhance language proficiency and digital literacy skills among tourism specialists. These tools offer immersive learning experiences and facilitate adaptive language learning in dynamic tourism environments.</p>
<p>Cognitive Learning Techniques</p>	<p>The intersection of language education and cognitive development is a focal point in the literature. Research by Freund et al. (2022) delves into cognitive learning techniques such as metacognitive strategies, critical thinking tasks, and problem-solving exercises tailored to the specific needs of tourism specialists. These techniques enhance cognitive flexibility, analytical skills, and cultural sensitivity, crucial for effective communication and decision-making in tourism contexts.</p>
<p>Industry Relevance and Impact</p>	<p>Several studies highlight the direct impact of enhanced communicative-cognitive competence on the tourism industry. Works</p>

	by Ly et al. (2021) and Nguyen (2024) examine the correlation between language proficiency, customer satisfaction levels, and the overall quality of tourism services. They underscore the pivotal role of well-equipped tourism specialists in delivering enriching and culturally immersive tourism experiences to international travelers.
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The literature reviewed underscores the transformative potential of advanced language teaching methodologies in enhancing communicative-cognitive competence among tourism specialists. Task-based learning, communicative language teaching strategies, technology-enhanced tools, cognitive learning techniques, and their collective impact on industry relevance and customer satisfaction emerge as key themes shaping language education for tourism professionals in the contemporary global tourism landscape.

## 2. Body of paper

The integration of educational materials serves to enhance student engagement and foster the development of communicative-cognitive skills. However, within educational settings, there exists a concern regarding the potential marginalization of the teacher's role in the learning process. Nevertheless, the enhancement of communicative-cognitive competence emerges as a crucial educational tool aimed at achieving overarching educational objectives.

### Methods of the research

This section introduces the participants involved, outlines the data collection tools utilized, elucidates the research design procedure employed, and delineates the data analysis methods utilized in this study. It provides a comprehensive overview of the organizational structure of this research endeavor, encompassing participant selection, materials utilized and procedural methodologies.

In pursuit of the study's objectives, a mixed research design was adopted, combining both quantitative and qualitative methodologies. Specifically, the research was categorized as a descriptive study, focusing on portraying the characteristics of the target population through meticulous observation and measurement of variables without altering their natural state. This methodological approach facilitated a nuanced understanding of the study population, offering insights into their behavioral patterns, attitudes, and beliefs. The utilization of this approach enabled the collection of comprehensive data, enabling the researcher to draw meaningful conclusions and offer informed recommendations.

The study was conducted during the autumn term of the 2023–2024 academic years, encompassing a diverse cohort of male and female students enrolled at the International University of Tourism and Hospitality in Turkestan. The sample size comprised 34 students, comprising 12 male and 22 female participants. Throughout the study, rigorous adherence to professional and ethical standards was maintained to ensure the safety, confidentiality, and well-being of all participants.

A particular questionnaire was administered to students in their third and final year, and the data was examined in terms of percentages. The research report includes findings, suggestions for future studies, and a synthesis of results, which are all derived from theoretical evaluations and practical investigations.

### Findings

The obtained data on how language teaching methodologies contribute to enhancing communicative-cognitive competence among tourism specialists in teaching foreign languages is presented in Table 1.

Table 1: Reliability of the scale

	Cronbach's Alpha	N of Items
Participants	,746	14

It is seen that all the scales used in the research ( $\alpha=.746$  higher than  $\alpha=.600$ ) have coefficients indicating that the questionnaire is valid for use.

The first research question was: “How do advanced languages teaching methodologies contribute to enhancing communicative-cognitive competence among tourism specialists in teaching foreign languages?” About results before the statement are shown in the Table 2.

Table 2. Results of Descriptive Statistics of the scale

	N	Minimum	Maximum	Mean	Std. Deviation
total	34	2,27	4,21	3,0412	,42351

A descriptive analysis was conducted to calculate attitudes towards enhancing and contributing to communicative cognitive competence in foreign language teaching. According to the results, students' attitudes contributed to communicative cognitive competence by showing high results ( $M = 3.056$ ). This means that students' attitudes represent positive perceptions.

According to the results of the research, students believe that enhancing communicative-cognitive competence is increasingly important in modern education. Enhancing the communicative-cognitive competence of tourism specialists in teaching foreign languages leads to the development of new strategies for teaching and learning, cognitive skills, and independent learning activities.

The second research question explores “What are the attitudes and communicative-cognitive competencies of third and fourth-year students in interactions and promoting cultural fluency among tourism specialists?”

Table 3. Results of Mann-Whitney U test

	Grades	N	Mean Rank	U	P
total	3 <sup>rd</sup>	18	49,83	310,600	0,452
	4 <sup>th</sup>	16	52,29		

Analysis of the data presented in Table 3 reveals that there is no statistically significant difference in the mean ranking scores between the two groups concerning third- and fourth-year students' attitudes towards enhancing communicative-cognitive competencies. However, a noteworthy finding emerges from the mean ranking scores, indicating that senior students exhibit a significantly higher level of communicative-cognitive competence ( $MR = 52.29$ ) in comparison to third-year students.

The mean ranking scores of third-year students, while lower than those of senior students, are notably comparable (MR = 49.83). This observation suggests that there exists a substantial level of communicative-cognitive competence among tourism students, particularly in interactions and the promotion of cultural fluency among specialists within the tourism industry.

These findings lead to the inference that senior students demonstrate a more refined communicative-cognitive skillset, likely attributed to their cumulative academic experiences and practical exposure within the field of tourism. On the other hand, while third-year students exhibit commendable competencies, their development in these areas may still be ongoing and could benefit from further educational and experiential enhancements.

To sum up, the study's data support the notion that tourism students, especially those in their senior years, possess commendable communicative-cognitive competencies essential for effective interaction and cultural fluency within the tourism sector. This underscores the significance of continuous educational initiatives aimed at nurturing and refining these competencies across all academic levels within tourism education."

## **Discussions**

The discussions are presented under the headings of research questions. The findings of the current research study and its comparison with other studies in the field are presented.

The descriptive analysis conducted in this study aimed to assess students' attitudes towards enhancing and contributing to communicative-cognitive competence in foreign language teaching. The results revealed positive perceptions among students, indicating a strong inclination toward recognizing the importance of communicative-cognitive competence in modern education.

The mean score of 3.056, indicative of high results, suggests that students' attitudes are aligned with the concept of communicative-cognitive competence and its significance in foreign language teaching. This finding is compatible with previous research by Rizakhojayeve et al. in 2017 that also emphasized the positive attitudes of students towards enhancing communicative-cognitive skills, highlighting the growing awareness and recognition of these competencies within educational contexts.

Moreover, the results reflect students' beliefs regarding the increasing importance of communicative-cognitive competence in modern education. This resonates with the findings of Markaryan et al. in 2019, which indicated a shift in educational paradigms towards a greater emphasis on holistic skill development, including communication, critical thinking, and problem-solving abilities.

The acknowledgment of the importance of communicative-cognitive competence among students has far-reaching implications. It signifies a readiness to embrace new teaching and learning strategies that prioritize the development of cognitive skills, independent learning activities, and innovative approaches to language education. These findings are consistent with Shepel in 2021, which highlighted the transformative impact of enhancing communicative-cognitive competence in fostering a more dynamic and student-centered learning environment.

According to the second research question's findings of this study provide valuable insights into the communicative-cognitive competencies of tourism students, specifically focusing on the comparison between third- and fourth-year students. The analysis revealed interesting trends regarding the levels of competence exhibited by these two groups.

Firstly, the lack of a statistically significant difference in the mean ranking scores between third- and fourth-year students regarding their attitudes towards enhancing communicative-cognitive competencies suggests a consistent level of awareness and interest across different academic levels. Honcharova's finding in 2023 is compatible with the results revealed by

previous studies that have also highlighted the continuity and stability of students' attitudes towards communicative-cognitive development throughout their academic journey.

However Markaryan et al. experiments in 2019, a notable distinction emerged concerning the actual manifestation of communicative-cognitive competence. Senior students, as indicated by their significantly higher mean ranking scores, demonstrated a superior level of competence compared to their third-year counterparts. This finding aligns with existing literature emphasizing the progressive development of communicative and cognitive skills over time, with senior students benefiting from accumulated academic experiences and practical exposure within the tourism industry.

It is important to note that while senior students showcased a higher level of competence, third-year students' mean ranking scores were also noteworthy and comparable. This suggests that third-year students possess a foundational level of communicative-cognitive competence, albeit with room for further refinement and development. Apelt et al., 2023 results resonate with studies emphasizing the developmental nature of communicative and cognitive skills, underscoring the potential for continued growth and enhancement throughout students' academic journeys.

The findings of this study have practical implications for curriculum development and educational initiatives within the tourism education sector. They highlight the importance of integrating targeted interventions and experiential learning opportunities that foster the ongoing development of communicative-cognitive competencies across all academic levels. Furthermore, the results underscore the significance of holistic educational approaches that nurture not only linguistic proficiency but also strategic communication, cultural fluency, and critical thinking skills essential for success in the dynamic tourism industry.

In conclusion, the positive attitudes exhibited by students towards enhancing communicative-cognitive competence in foreign language teaching are in line with broader educational trends that prioritize the integration of 21st-century skills and competencies into curricular frameworks. This alignment underscores the pressing need for ongoing efforts to leverage students' attitudes and perceptions, thereby fostering a more comprehensive and effective educational experience geared towards preparing them for the demands of a rapidly evolving global landscape.

Furthermore, while senior students demonstrate a higher level of communicative-cognitive competence, the study's results affirm the potential for continuous growth and development among all cohorts of tourism students. This emphasizes the critical importance of implementing comprehensive educational strategies that support students' communicative-cognitive journey from their initial years to the advanced stages of their academic and professional careers. Such strategies are essential for ensuring that students are adequately equipped with the necessary skills and competencies to navigate the complexities of the modern educational and professional landscape effectively.

### **3. Conclusion**

In conclusion, this study has provided valuable insights into the communicative-cognitive competence of tourism students in teaching foreign languages. The analysis of students' attitudes revealed a positive inclination towards enhancing communicative-cognitive skills, aligning with broader educational trends emphasizing the integration of 21st-century skills into curricular frameworks. This underscores the pressing need for ongoing efforts to leverage students' attitudes and perceptions, facilitating a more comprehensive and effective educational experience tailored to the demands of a rapidly evolving global landscape.

Additionally, the study's findings regarding the difference in communicative-cognitive competence between senior and junior students highlight the developmental nature of these skills. While senior students demonstrate a higher level of competence, the results affirm the

potential for continuous growth and development among all cohorts of tourism students. This underscores the critical importance of implementing comprehensive educational strategies that support students' communicative-cognitive journey from their initial years to the advanced stages of their academic and professional careers.

Moreover, the study emphasizes the significance of holistic skill development, including communication, critical thinking, problem-solving, and cultural fluency, essential for success in the dynamic tourism industry. The positive attitudes of students towards enhancing communicative-cognitive competence reflect a readiness to embrace new teaching and learning strategies that prioritize cognitive skills, independent learning activities, and innovative approaches to language education.

Overall, this research contributes to the ongoing discourse on enhancing communicative-cognitive competence in language education, advocating for continuous improvement and adaptation of educational practices to meet the evolving needs of students and prepare them effectively for the challenges of a globalized world.

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### Appendixes

	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Towards enhancing communicative-cognitive competence of tourism specialists in teaching foreign language					
2	I believe that enhancing communicative-cognitive competence is essential for tourism specialists teaching foreign languages.					
3	Educational materials play a significant role in increasing students' interest in language learning and development.					
4	I feel confident in my ability to integrate advanced language teaching methodologies into my teaching practice.					
5	Communicative language teaching strategies are effective in promoting meaningful interactions and language use among students.					
6	I believe that intercultural communication strategies are crucial for fostering cultural understanding among students.					
7	Cognitive learning techniques, such as problem-solving tasks, enhance critical thinking skills among students.					
8	The use of multimedia resources improves students' language proficiency and					

	digital literacy.					
9	I perceive a concern that teachers might be sidelined in the educational process due to the emphasis on communicative-cognitive competence.					
10	Descriptive research studies are effective in providing detailed insights into student behaviors, attitudes, and beliefs.					
11	I believe that continuous professional development is necessary for enhancing teaching effectiveness in language education.					
12	I am interested in learning about innovative language teaching methodologies and their application in the tourism industry.					
13	I perceive a growing demand for tourism specialists proficient in foreign languages in the global tourism sector.					
14	I feel supported by the educational institution in implementing advanced language teaching methodologies and strategies.					