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THE ROLE OF DIGITAL LEARNING TOOLS IN FORMING FOREIGN LANGUAGE COMPETENCE OF TOURISM AND HOSPITALITY PROFESSIONALS

Abstract

The relevance of improving methods and techniques of teaching foreign languages for future specialists in tourism and hospitality is determined by the growing number of international contacts, which have become an integral part of professional activity in today's service industry. Effective development of students' foreign language competence contributes to increasing their competitiveness in the labor market and providing high-quality services. Integration of digital learning tools into teaching foreign languages becomes a necessary prerequisite for modernization of training specialists in tourism and hospitality. The results of the research show that application of modern technologies creates new opportunities for professional foreign language training, ensures its compliance with international standards of communication in the service industry. For example, mobile learning applications allow students to work through a wide range of professional situations at a convenient time and at their own pace, while virtual and augmented reality technologies provide immersion in professional environment. In their turn, video communication tools and language exchange platforms contribute to development of professionally-oriented speaking skills and intercultural competence, and the use of online services based on artificial intelligence helps to correct pronunciation, spelling, and grammar mistakes. Modern technologies ensure the implementation of the principle of student-centered learning, as they allow adapting the pace and content of learning to individual students' needs. Interactive digital tools contribute to activation of learning process and increase motivation. In addition, the integration of technologies is helpful for developing digital competence, which is a necessary component of the professional training of competitive specialists in the service industry. It has been theoretically justified that effectiveness of using digital learning tools largely depends on the teacher's methodological skills and the appropriateness of their integration into the educational process that should take into account the principles of professional authenticity, interactivity and modelling, personalization, and multimodality.

Key words: *service industry, professional communication, intercultural competence, student-centered learning, mobile educational applications, VR/AR-technologies.*

Introduction. The relevance of improving methods and techniques of teaching foreign languages for future specialists in tourism and hospitality is determined by the growing number of international contacts, which have become an integral part of professional activity in today's service industry. Effective formation and development of students' foreign language competence contributes to increasing their competitiveness in the labor market and providing high-quality services. In modern conditions of digitalization of education, traditional teaching methods are widely supplemented or replaced by innovative technologies. This allows to significantly improve the efficiency of the learning process, as well as contributes to developing digital and communicative competence of students of the above-mentioned specialties.

In this context, integration of digital learning tools into teaching foreign languages becomes a necessary prerequisite for modernization of training specialists in tourism and hospitality. Modern applications and online services create fundamentally new conditions for organization of the training process: they provide access to authentic materials, allow modelling professional situations by using virtual and augmented reality technologies, create opportunities for intercultural communication, and enhance the formation of autonomous learning skills.

Analysis of recent research and publications. The analysis of recent publications shows that the issue of increasing the level of effectiveness of using modern technologies in teaching foreign languages is widely covered by both foreign and Ukrainian scientists and methodologists.

In the works by foreign researchers, the issue under study is regarded in terms of communicative approach, digital pedagogy, and professionally-oriented learning. It also encompasses the integration of modern technologies into learning situations close to the conditions of real-life professional communication. In particular, G. Kessler states that digital learning tools contribute to formation of an authentic language environment and development of spontaneous speaking ability. The researcher emphasizes that technologies allow students to become active participants in professional communication, rather than simply get theoretical knowledge [4, p. 212]. Special attention is paid to the use of mobile technologies and web-based resources. The dominant point of view is that mobile applications, online simulations and multimedia resources significantly increase students' learning motivation, contributing to more effective acquisition of professional vocabulary

and formation of intercultural competence [3]. This is of particular importance for students of tourism and hospitality specialties, whose professional activity includes applying knowledge of a foreign language in real-life situations of customer service and communication with business partners.

In this context, D. Larsen-Freeman examines the use of modern technologies taking into account the theory of complex dynamic systems. She points out that digital learning environments create conditions for nonlinear development of language skills, constant interaction, and students' adaptation to changing communicative contexts [5]. This approach is relevant for professionally-oriented learning, where foreign language competence is formed in close connection with development of professional skills. At the same time, it is noted that computer technologies are effective only if their use is methodically appropriate. That is, digital tools must be integrated into communicative tasks focused on real-life professional situations, in particular, on intercultural communication [10].

The publications by Ukrainian scientists and methodologists emphasize that modern technologies are an effective means of enhancing students' learning activities and forming their communicative competence. It is noted that the integration of digital resources into the educational process allows creating conditions for bringing learning closer to real-life professional communication situations [13, p. 7]. The study of the issue under research is also focused on the feasibility of using interactive technologies (such as role-playing games, modelling professional situations, and group projects) that contribute to development of professionally-oriented speaking skills [15]. Besides, it is pointed to the fact that there is a great variety of online interactive techniques, which can be applied in the process of teaching a foreign language for specific purposes [11, p. 16]. Of particular importance is the study of using gamification, mobile learning, and elements of artificial intelligence as tools to increase students' interest and quality of language training [14], as well as interactive online platforms that contribute to formation of autonomous learning ability and development of intercultural communication skills [16].

However, despite a considerable number of scientific publications in the field of digitalization of teaching foreign languages, the issue of theoretical and empirical features of applying digital learning tools for training future specialists in tourism and hospitality business requires a more thorough analysis, taking into account the specifics of the industry under study. Particular attention should be paid to selecting appropriate technologies in accordance with real communicative tasks in the service industry, determining their impact on formation of professionally-oriented foreign language competence, organizing methodological principles of integration of digital resources into the educational process.

The scientific novelty of the article lies in the comprehensive analysis of the impact of modern digital and interactive technologies on the formation of foreign language communicative competence aimed at professional activity in the service industry, along with identification of their key educational functions.

The aim of the research. The purpose of the study is to identify peculiarities of the use of modern technologies in the process of teaching foreign languages to future specialists in tourism and hospitality in terms of digitalization of education.

The objectives of the study include:

- summarizing the results of research on the formation of foreign language communicative competence by using modern technologies;
- analyzing scientific and pedagogical approaches to applying digital learning tools in teaching foreign languages;
- finding out prerequisites for the effective use of innovative technologies in the process of teaching foreign languages for tourism and hospitality students;
- clarifying the didactic potential of certain applications and services in professionally-oriented foreign language training;
- identifying potential challenges in the application of the above-mentioned learning tools;
- outlining perspectives of further theoretical and empirical research.

Research methodology. The methodological basis of the research is formed by the principles of professionally-oriented training, communicative, and competency-based approaches in foreign language teaching.

To achieve the research objectives, the following methods have been applied:

- methods of analysis and synthesis – to study the publications on the use of modern technologies in teaching foreign languages;
- descriptive method – for a comprehensive characteristic of using digital learning tools in the context of modern trends in the development of higher education and the needs of today's labor market;
- comparative method – to clarify didactic effectiveness of certain educational tools, as well as challenges caused by their application;
- inductive method – to identify key principles of integrating modern technologies into the process of foreign language training, taking into account the specifics of the industry branch under study.

Presentation of the main material. In modern linguodidactics, it is believed that there is the need to intensify the implementation of digital and interactive technologies in order to increase the effectiveness of foreign language teaching. According to V.H. Burak and O.H. Kartashova, the main trends in digitalization of professional training of future specialists in tourism and hospitality are related to:

- providing access to digital educational resources for all participants in the educational process, along with support to digital platforms, interactive and multimedia content;

- implementing computer-based learning tools to create a digital learning environment;
- free access to the Internet for all participants in the educational process in the classrooms;
- developing a distance form of education through the application of cognitive and multimedia technologies;
- using applications and service software for smartphones, tablets and other mobile devices [12, p. 23].

The use of online and digital tools provides easy access to learning materials, contribute to individualization of learning and development of digital literacy. Interactive and visualized content facilitates better elaboration of complex topics, increasing students' motivation to learn. In addition, opportunities for group work and cooperation contribute to development of team skills, and user-friendly assessment system allows teachers to provide real-time feedback [16, p. 49].

The professional activity of specialists in tourism and hospitality is featured by regular communication with representatives of different language and cultural environments. This includes booking procedures, giving excursions, consulting on tourist services, handling conflict situations, etc. Such activities require:

- developed foreign language communicative competence, which involves not only the language proficiency, but also the ability to adapt one's language behavior to service standards;
- knowledge of professional vocabulary, in particular terminology of tourism management, catering, international hotel business, etc.;
- intercultural competence, including awareness of cultural norms in other countries;
- the ability to act in stressful or emergency situations.

In the context of digitalization of education, mobile learning applications (Duolingo, Mondly, Memrise, Babbel, etc.) play a significant role in the formation of the above-mentioned competences. They provide:

- quick access to business small talks;
- repeated training for vocabulary (in particular, professional terminology);
- the ability to play audio and video fragments recorded in real conditions;
- simulation of communicative situations recreating the process of professional verbal interaction [1, p. 179].

Mobile applications are particularly effective for training micro-scenarios (for example, check-in/check-out procedures, customer service, handling requests and complaints). These learning tools allow students to work through a wide range of professional situations at a convenient time and at their own pace [7, p. 112].

In their turn, virtual and augmented reality (VR/AR) technologies provide immersion in professional communicative environment close to real-life conditions. The possibilities of applying VR/AR-technologies in the process of professional training of tourism and hospitality students include among other things:

- giving virtual tours of hotels, museums, airports;
- practicing guided tours;
- simulation of language behavior of people with different cultural backgrounds, etc. [8].

Thus, foreign language teaching programs for students of the specialties under research can include VR-tours and AR-applications for modelling professional situations, for example, serving guests or negotiating with foreign partners.

Nowadays, video communication has become an important component of the process of learning a foreign language, contributing to development of professionally-oriented speaking skills. The application of this digital tool expands the educational space, making it dynamic, interactive, and professionally relevant. Video conferencing platforms and services (in particular, Zoom, MS Teams, Google Meet), as well as special language exchange services (Tandem, Speaky, etc.) provide opportunities for:

- real-time role-playing games;
- implementation of international projects;
- organization of intercultural discussions on service industry trends;
- online meetings with native speakers and experts [9, p. 21].

In addition, the use of online corpora (British National Corpus, COCA, International Corpus of Learner English) in the process of forming foreign language communicative and intercultural competences is helpful at:

- learning commonly used professional words and phrases;
- study real examples of communicative situations in the service industry;
- creating new thematic mini-corpora for specific professional fields (such as business tourism or restaurant facilities).

We also consider the use of online services and applications based on artificial intelligence (for example, Grammarly, ELSA Speak) to be relevant at forming a high level of foreign language proficiency. These digital tools help to correct pronunciation, spelling, and grammar mistakes, which also contributes to enhancing the learning process [6, p. 87].

At the same time, integration of digital technologies into the teaching methodology is a complex process that should take into account the following principles:

- the principle of professional authenticity – the use of real materials (virtual museum exhibitions, hotel websites, booking systems) increases students' motivation, as well as enhances listening and reading skills;
- the principle of interactivity and modelling – simulation of specific communicative scenarios (for example, overbooking or recommending places to visit), when students master the competence of professional verbal behavior;
- the principle of personalization – adjusting the learning process to the level of students' knowledge, learning pace, and professional interests. This ensures implementation of the principles of student-centered learning and develops autonomous learning ability;

– the principle of multimodality – the use of video and audio technologies, interactive games and AR-environments contributes to development of other professional competences that meet requirements of the global service industry (such as organizing guided tours or presentation of hotel facilities) [2, p. 103; 3, p. 6].

In view of the above, we have singled out the following pedagogical advantages of using digital learning tools for learning a foreign language by students of the specialties under study:

- intensification of the learning process (access to a large number of materials recreating professional environment);
- increased motivation (gamification and virtual simulations make learning much more interesting);
- support for independent learning (digital technologies allow you to practice the language at any convenient time);
- formation of intercultural competence (communication with native speakers through language exchange services contributes to a better awareness of cultural differences of foreign clients and partners);
- improving the quality of professional communication (students acquire the ability to use professional language in situations close to the real-life communicative environment).

Along with numerous advantages of using digital learning tools, there are certain challenges that may affect the effectiveness of its implementation in the process of foreign language teaching. Applying modern technologies needs technical, time, and organizational resources. First of all, high-quality technical support is required: multimedia boards, computers, software, stable access to the Internet. In addition, teachers have to spend more time on preparing educational materials. Another challenge is possible decrease in the level of academic discipline due to the fact that some students may take the learning process less seriously. They may regard digital applications and services as entertainment, rather than educational tools. This often happens when the teacher does not have sufficient pedagogical skills to properly manage the interaction process in the classroom [15, p. 67]. Therefore, the implementation of digital didactics also involves rethinking the role of teachers in the educational process. They become facilitators and mentors who guide students in their independent learning, help them develop critical thinking and autonomous learning ability [17, p. 63].

Therefore, despite the variety of possibilities for using modern technologies, development of foreign language competence largely depends on the teacher's personality. He must have sufficient level of language teaching proficiency, including digital literacy and ability to apply up-to-date methods of foreign language teaching. Besides, ever-changing requirements for the level of teacher's language and methodological competences determine the need for constant self-development and self-improvement [18, p. 217].

Conclusions. The results of the research show that application of digital learning tools creates new opportunities for professional foreign language training, ensures its compliance with international standards of communication in the service industry, and contributes to forming highly-qualified specialists capable of working in the global business environment. It has been proven that technological integration enhances developing key components of foreign language communicative competence, namely, spontaneous speaking ability, situational flexibility, intercultural awareness, and skills in using authentic professional resources.

Applying the above-mentioned tools contributes to creating a virtual professional language environment, where students can practice typical communicative situations close to the conditions of real-life professional activity. Modern technologies ensure the implementation of the principle of student-centered learning, as they allow adapting the pace and content of learning to individual students' needs. Interactive digital tools contribute to activation of learning process and increase motivation. In addition, the integration of technologies is helpful for developing digital competence, which is a necessary component of the professional training of competitive specialists in the service industry.

It has been theoretically justified that effectiveness of using digital learning tools largely depends on the teacher's methodological skills and the appropriateness of their integration into the educational process.

We believe that further research perspectives lie in developing holistic methods of teaching foreign languages for specialists in tourism and hospitality, ways for selecting relevant digital tools for providing training in specific professional fields of study (such as hotel service, tourism management, restaurant business), and criteria for assessing the effectiveness of technologically balanced learning courses.

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РОЛЬ ЦИФРОВИХ ІНСТРУМЕНТІВ НАВЧАННЯ У ФОРМУВАННІ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ ФАХІВЦІВ ІЗ ТУРИЗМУ ТА ГОСТИННОСТІ

Анотація

Актуальність удосконалення методів та прийомів викладання іноземних мов для майбутніх фахівців у сфері туризму та гостинності визначається зростанням кількості міжнародних контактів, які стали невід'ємною частиною професійної діяльності у сучасній сфері обслуговування. Ефективний розвиток іноземної компетентності студентів сприяє підвищенню їхньої конкурентоспроможності на ринку праці та наданню високоякісних послуг. Інтеграція цифрових інструментів навчання у викладання іноземних мов стає необхідною передумовою модернізації підготовки фахівців у сфері туризму, готельного та гостинності. Результати дослідження показують, що застосування сучасних технологій створює нові можливості для професійної іноземної підготовки, забезпечує її відповідність міжнародним стандартам комунікації у сфері обслуговування. Наприклад, мобільні навчальні додатки дають студентам змогу опрацьовувати широкий спектр професійних ситуацій у зручний для них час та у власному темпі, тоді як технології віртуальної та доповненої реальності забезпечують занурення у професійне середовище. Своєю чергою, засоби відеоконунікації та платформи мовного обміну сприяють розвитку професійно орієнтованих навичок усного мовлення й міжкультурної компетентності, а використання онлайн-сервісів на основі штучного інтелекту допомагає виправляти помилки у вимові, орфографії та граматиці. Сучасні технології забезпечують реалізацію принципу студентоцентрованого навчання, оскільки дають змогу адаптувати темп і зміст навчання до індивідуальних потреб студентів. Інтерактивні цифрові інструменти сприяють активізації навчального процесу та підвищують мотивацію. Окрім того, інтеграція технологій сприяє розвитку цифрової компетентності, яка є необхідним компонентом професійної підготовки конкурентоспроможних фахівців у сфері обслуговування. Теоретично обґрунтовано, що ефективність використання цифрових інструментів навчання значною мірою залежить від методичних навичок викладача та доцільності їх інтеграції в освітній процес, яка повинна враховувати принципи професійної автентичності, інтерактивності й моделювання, персоналізації та мультимодальності.

Ключові слова: сфера обслуговування, професійна комунікація, міжкультурна компетентність, студентоцентроване навчання, мобільні навчальні додатки, VR/AR-технології.

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