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USING DIGITAL TECHNOLOGIES IN DEVELOPING TOURISM STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

The article analyzes the role of digital technologies in the formation of future tourism specialists' foreign language communicative competence. The relevance of the study is determined by the growing demand for developing future tourism specialists' foreign language communicative competence as they need to communicate in multicultural context. The purpose of the study is to explore and analyze the use of digital technologies in teaching foreign languages to tourism students and their impact on the development of foreign language communicative competence.

The methodology of the research combines a comprehensive literature review and a survey of foreign language teachers working with students of tourism and hospitality. The survey involved 61 teachers and focused on their use of digital technologies, the types of digital tools used, their effectiveness, and challenges associated with their implementation.

The findings demonstrate that digital technologies such as virtual and augmented reality, gamification platforms, mobile-assisted language learning applications, artificial intelligence tools, multimedia resources, and social media positively influence the development of tourism students' professional vocabulary, speaking confidence, intercultural communication skills, learner motivation, and personalized learning. The survey results indicate that teachers most frequently use gamification platforms, multimedia resources, and AI tools in foreign language instruction. At the same time, the study identified several barriers related to insufficient technical resources, lack of methodological support, limited teacher digital competence, and infrastructural constraints.

The study concludes that the effective integration of digital technologies into foreign language education contributes significantly to the formation of future tourism specialists' communicative competence. However, successful implementation requires methodological preparation, institutional support, and development of teachers' digital and pedagogical competences.

Keywords: foreign language education, professional language learning, tourism industry, communicative competence, digital tools, virtual reality, AI chatbots, mobile learning, multimedia resources.

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Туризм мамандығы студенттерінің шет тілдік коммуникативтік құзыреттілігін дамытуда цифрлық технологияларды пайдалану

Мақалада болашақ туризм саласы мамандарының шетел тіліндегі коммуникативтік құзыреттілігін қалыптастырудағы цифрлық технологиялардың рөлі талданады. Зерттеудің өзектілігі болашақ туризм мамандарының көпмәдениетті ортада қарым-қатынас жасау қажеттілігіне байланысты олардың шетел тіліндегі коммуникативтік құзыреттілігін дамытуға деген сұраныстың артуымен айқындалады. Зерттеудің мақсаты – туризм мамандығы студенттеріне шетел тілін оқытуда цифрлық технологияларды қолдануды зерттеу және талдау, сондай-ақ олардың шетел тіліндегі коммуникативтік құзыреттілікті дамытуға әсерін анықтау.

Зерттеу әдіснамасы ғылыми әдебиеттерге кешенді шолу жасауды және туризм мен қонақжайлылық бағыттарында білім алатын студенттермен жұмыс істейтін шетел тілі оқытушылары арасында сауалнама жүргізуді қамтиды. Сауалнамаға 61 оқытушы қатысты. Зерттеу барысында оқытушылардың цифрлық технологияларды қолдану деңгейі, пайдаланылатын цифрлық құралдардың түрлері, олардың тиімділігі және оларды енгізу барысында кездесетін қиындықтар қарастырылды.

Зерттеу нәтижелері виртуалды шындық, геймификация платформалары, мобильді оқыту қосымшалары, жасанды интеллект құралдары, мультимедиялық ресурстар және әлеуметтік желілер сияқты цифрлық технологиялардың туризм мамандығы студенттерінің кәсіби лексикасын, сөйлеу сенімділігін, мәдениетаралық коммуникация дағдыларын, оқу мотивациясын және жекелендірілген оқытуды дамытуға оң әсер ететінін көрсетті. Сауалнама нәтижелері бойынша оқытушылар шетел тілін оқытуда көбінесе геймификация платформаларын, мультимедиялық ресурстарды және жасанды интеллект құралдарын қолданатыны анықталды. Сонымен қатар зерттеу барысында техникалық ресурстардың жеткіліксіздігі, әдістемелік қолдаудың болмауы, оқытушылардың цифрлық құзыреттілігінің шектеулілігі және инфрақұрылымдық кедергілер сияқты бірқатар мәселелер анықталды.

Зерттеу қорытындысы бойынша цифрлық технологияларды шетел тілін оқыту үдерісіне тиімді енгізу болашақ туризм мамандарының коммуникативтік құзыреттілігін қалыптастыруға елеулі үлес қосатыны анықталды. Алайда бұл үдерісті табысты жүзеге асыру үшін әдістемелік дайындық, институционалдық қолдау, сондай-ақ оқытушылардың цифрлық және педагогикалық құзыреттіліктерін дамыту қажет.

Түйін сөздер: шет тілін оқыту, кәсіби тіл үйрену, туризм индустриясы, коммуникативті құзыреттілік, цифрлық құралдар, виртуалды шындық, ЖИ чат-боттары, мобильді оқыту, мультимедиялық ресурстар.

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Использование цифровых технологий в развитии иноязычной коммуникативной компетентности студентов туристического направления

В статье проанализирована роль цифровых технологий в формировании иноязычной коммуникативной компетенции будущих специалистов туристской отрасли. Актуальность исследования обусловлена возрастающей потребностью в развитии иноязычной коммуникативной компетенции будущих специалистов сферы туризма, поскольку их профессиональная деятельность связана с общением в многокультурной среде. Цель исследования заключается в изучении и анализе использования цифровых технологий при обучении иностранным языкам студентов туристских специальностей, а также их влияния на развитие иноязычной коммуникативной компетенции.

Методология исследования сочетает комплексный обзор научной литературы и анкетирование преподавателей иностранных языков, работающих со студентами направлений «Туризм» и «Гостеприимство». В опросе приняли участие 61 преподавателей. Исследование было направлено на изучение использования цифровых технологий в образовательном процессе, видов применяемых цифровых инструментов, их эффективности, а также трудностей, связанных с их внедрением.

Результаты исследования показали, что такие цифровые технологии, как виртуальная и дополненная реальность, геймификационные платформы, приложения мобильного обучения, инструменты искусственного интеллекта, мультимедийные ресурсы и социальные сети, положительно влияют на развитие профессиональной лексики студентов туристских специальностей, уверенности в говорении, навыков межкультурной коммуникации, учебной мотивации и персонализированного обучения. Результаты опроса свидетельствуют о том, что преподаватели наиболее часто используют геймификационные платформы, мультимедийные ресурсы и инструменты искусственного интеллекта в процессе обучения иностранным языкам. В то же время исследование выявило ряд барьеров, связанных с недостаточностью технических ресурсов, отсутствием методической поддержки, ограниченным уровнем цифровой компетентности преподавателей и инфраструктурными ограничениями.

В заключение отмечается, что эффективная интеграция цифровых технологий в иноязычное образование способствует формированию коммуникативной компетенции будущих специалистов туристской отрасли. Однако успешная реализация данного процесса требует методической подготовки, институциональной поддержки, а также развития цифровых и педагогических компетенций преподавателей.

Ключевые слова: иноязычное образование, профессиональное обучение языкам, индустрия туризма, коммуникативная компетенция, цифровые инструменты, виртуальная реальность, чат-боты с искусственным интеллектом, мобильное обучение, мультимедийные ресурсы.

Introduction

Being one of the fastest growing industries, tourism relies on effective intercultural and multi-lingual communication. Preparation of future tourism specialists became more challenging as requirements for tourism students are beyond just simple language knowledge. Tourism professionals are expected to communicate with representatives of different cultures. Therefore, they need to improve their communicative skills.

Decree of the Government of the Republic of Kazakhstan No. 262 (2023) approved the Concept for the Development of Tourism Industry aimed at improving availability and quality of tourist services. Improving service quality requires training personnel who can communicate professionally with representatives of different cultures. This is essential for developing domestic and inbound tourism, and for increasing the international competitiveness of Kazakhstan's tourism industry. As tourism industry is aiming to improve service quality, requirements for training future tourism specialists are growing. It became crucial to train a professional who can easily communicate with people from different cultures in modern digitalized world. As digitalization entering every sphere of our lives, education process is going through significant changes.

In recent years, teaching foreign languages has undergone digitalization too. Digital technologies became essential tool in foreign language education. Nowadays, teaching professional foreign language is connected with the changes in methods and technologies used in education process (Dzhusubalieva, 2021). As digitalization shapes education, digital technologies became important in teaching foreign languages. On the one hand, a communicative approach is developing, in which the role of the teacher is shifted to the mediator, and students gain access to authentic materials via the Internet. On the other hand, the emphasis on the individualization and interactivity of learning is intensified. With the widespread digitalization of the educational process, it becomes necessary to improve the information and communication competencies of teachers and students.

The purpose of this study is to analyze various types of digital technologies that can be used in teaching foreign languages and its effectiveness in formation of future tourism specialists' foreign language communicative competence. The article

will examine how different types of digital technologies benefit in improving tourism students' foreign language communicative competence. The study compares existing digital technologies in foreign language education, analyzes its effectiveness in improving language skills as speaking, listening, pronunciation, grammar, and vocabulary that are important in the formation of communicative competence.

Based on the purpose of the study, the article will consider following research questions:

- What is the role of digital technologies in foreign language education?
- What digital technologies can be used in teaching foreign language to future specialists of tourism industry?
- How can digital technologies be effective in formation of tourism students' foreign language communicative competence?

Literature review

Theoretical background

Communicative competence of tourism specialists is about their ability to communicate and deliver information based on their profession. International approaches traditionally define communicative competence as ability to use language correctly in different situations and context. According to Canale M., Swain M. (1980), communicative competence is a synthesis of the basic system of knowledge and skills necessary for communication. They define grammatical, sociolinguistic, and strategic competences as main parts of communicative competence. In our case, communicative competence of future tourism specialists is about a set of professional knowledge and skills necessary for communication in their sphere. As for the parts of communicative competence, they are all crucial parts that help to communicate professionally. Grammatical competence is future tourism specialists' ability to use accurate professional terminology and deliver information grammatically correctly. Sociolinguistic competence ensures appropriate intercultural interaction as tourism specialists are tend to be the part of intercultural communication. Finally, strategic competence is about future tourism specialists' ability to solve difficulties in professional communication that occur in their workplace. Rizakhodjaeva (2017) defines communicative competence as a combination of a specialist's knowledge, abilities,

practical skills, and personal qualities that together help them communicate effectively and work professionally in their field. This definition applies to the use of language in individuals' area of work. In our case it is connected with communication in tourism industry.

The Common European framework of Reference for Languages (2001) defines communicative competence as a set of skills, abilities and knowledge that enables person to communicate in given social context. The CEFR (2001) divides communicative competence into linguistic, sociolinguistic, and pragmatic components. Linguistic component refers to knowledge and control of the formal resources of language (grammar, vocabulary, phonology, orthography). It is connected with all aspects of language. Sociolinguistic component is about ability to use language in different social situations. It considers cultural differences, politeness, and other social factors. Pragmatic component is related to functional use of language, mastery of discourse and others. This component is about using language for professional purposes. These components are particularly relevant for tourism professionals, who must communicate effectively with diverse clients and in dynamic, sometimes unpredictable, situations.

Analysis of different studies on communicative competence shows that mostly communicative competence is applied to the ability to communicate in different situations including the professional sphere of individuals. In our developing world specialists should be able to adapt on the changes of globalization. Modern tourism industry is oriented on the international market. It requires fluency in foreign languages. Therefore, the training process is being revised: the goal is to develop professionally focused communication skills in future tourism industry employees, enabling them to communicate fluently in a foreign language in business and service settings.

"About Education" law in Kazakhstan (2025) shows need for integrating ICT and digital tools in education and admits it as a significant tool for enhancing quality and availability of education. Therefore, digital technologies have become an integral part of education. Digital technologies help to make education processes available to everyone. Education has become more interactive and personalized. The issues of using digital technologies in teaching foreign languages are studied by scientists such

as D.M. Dzhusubalieva (2021), A.T. Chaklikova and T.A. Kulgildinova (2018), M.Akeshova et. all (2025) who prove the effectiveness of the use of digital tools to increase motivation and professional orientation of foreign language education.

Analysis of different researches on usage of digital technologies shows that modern education process changed a lot. The teacher's role is a mediator, and students get access to authentic materials through Internet. The interactivity and individualization is highlighted as important factors of modern teaching. It means there is a need for teachers to develop their information and communication competence. Kazakh and foreign studies show that integration of digital technologies improve students' self-learning, creative thinking skills and digital literacy. D.M. Dzhusubalieva (2021) states that using digital technologies in foreign language education gives more opportunities to improve language competences such as speech, discursive, sociocultural, and communicative competences. According to A.T. Chaklikova and T.A. Kulgildinova (2018) modern foreign language education prioritizes substantive aspects of information and communication technologies. It implies to shift to innovative professional education in which goals and methods are changed. Therefore, we need to integrate digital technologies in education as it can fasten teaching process and create conditions for deep understanding of learning materials through active forms of interaction between teacher and learners.

Digital technologies in Tourism education

Professional education in the direction of "Tourism and hospitality" also actively masters digital technologies, adapting general IT trees to the specifics of the industry. The main feature is the orientation to practice-oriented training using modeling technologies. Integration of digital technologies is mostly connected with immersion and design training. Students are working on real cases as creating individualized tours or organizing events using digital tools. Tourism teachers integrate different types of digital technologies for effective teaching. Digital technologies like Virtual/Augmented Reality (VR/AR), Interactive platforms, Mobile Applications, AI chatbots and others are being used for effective formation of future tourism specialists' professional competences.

Analyzing all existing researches, we can choose following digital technologies used in tourism education (Table 1).

Table 1*Categories of digital technologies used in tourism education*

No.	Technology	Purpose of using digital technology	Effectiveness in tourism education
1	Learning Management System (LMS) platforms (Google Classroom, Moodle, etc.)	Organization of online language teaching and learning, assignments and assessment, communication and collaborative activities (Zhou and Zhang, 2022; Triana, 2024)	Possibility of student independent learning, improvement of learners' engagement and communication (Glotova and Zubkova, 2020; Triana, 2024)
2	Virtual/ Augmented Reality (VR/AR)	Simulation of real tourism communication environment (e.g. professional communication in hotels, restaurants, travel situations) (M.Akeshova, et. all, 2025)	Positive effects on professional vocabulary acquisition, learner motivation, and learners' speaking confidence (Pérez-Jorge et. all, 2025)
3	Gamification technologies (Kahoot, Wordwall, Quizlet, etc.)	Creation of game-based tasks for tourism English learning (Khlybova, 2022)	Improved motivation, learning engagement and learning outcomes (P.Jaiswal, 2024; Aprianti, 2024); developing learners' cooperation, critical thinking and problem solving skills (Khlybova, 2022)
4	Mobile Assisted Language Learning (MALL) (Duolingo, Babbel, mobile quizzes)	Flexible language learning and tourism vocabulary acquiring (M.Akeshova et.all, 2025; Aprianti, 2024)	Opportunity to learn from anywhere and anytime, positive effects on vocabulary acquisition and speaking through applications like Babbel, Duolingo (Mamarasulova, 2025; Togaibayeva et. all, 2022)
5	AI Chatbots (Virtual tours and Dialogue systems)	Simulation of real tourism-related situational conversations, personalized language learning (Zhu et. all, 2025; Semenov et. all, 2024)	Effectiveness on reducing learners' speaking anxiety, improving their speaking skills (Zhu et. all, 2025); Possibilities of setting learning that help students to adapt and record their progress (Zhumataeva et.all, 2024)
6	Multimedia resources and social media	Usage of authentic materials for learning (Liburd et. all, 2013); Intercultural interaction (Blatner and Fiori, 2012)	Improved intercultural communicative competence through authentic content; Development of students' socio-pragmatic learning (Liburd et. all, 2013; Blatner and Fiori, 2012)

Source / Note: This table was compiled by the authors based on the analysis of materials.

Table 1 presents types of digital technologies that are considered effective in foreign language education and teaching foreign language to future tourism specialists. Digital technologies were chosen based on the analysis of empirical and theoretical research papers:

1. After the Covid-19 pandemic period, LMS systems became essential part of teaching and learning. Schools and universities organize on-line learning via LMS platforms such as Moodle, Google Classroom, Canvas, and etc. Nowadays, LMS platforms are used in education as a part of blended learning. LMS-based learning is considered effective as include interactive tasks, teacher feedback, and learning materials (Zhou and Zhang, 2022). According to Glotova and Zubkova (2020) LMS platforms as Moodle create conditions for independent learning and learner-centered instruction.

They integrate discussion forums, video-conferencing, online assignments, and other interactive tasks into language learning process. It helps to improve communicative approaches (Glotova and Zubkova, 2020). Tourism students can access to professional interactive tasks via these platforms and get teacher feedback on their process. Additionally, Triana (2024) states that LMS environment is helpful for improving language skills, learner motivation, and pedagogical interaction.

2. In tourism education Virtual or Augmented Reality (VR/AR) helps to create simulated site tours and cultural-immersion scenarios and vocabulary drills. It lets learners practice professional language in authentic-looking destinations. Scholars Pérez-Jorge et. all (2025) identify significant improvements in vocabulary acquisition, learner motivation and speaking confidence when VR is used in learn-

ing process. M.Akeshova et. all (2025) include VR in their research to enhance learners' practical language skills and provide real-world scenarios and immersive experiences that engage learners beyond traditional exercises. In addition, VR helps to raise cultural awareness as it implies to get involved in cultural-immersive simulations. These tools provide realistic scenarios that mirror professional interactions in tourism industry (M.Akeshova et. all, 2025). For instance, platforms can help to practice hotel reception communication, dialogues on guiding tours or handling complaints that occur in tourism industry settings. Students will be able to practice discourse patterns and vocabulary in meaningful contexts, which aligns with the principles of situated learning and supports the development of fluency, pragmatic competence, and intercultural awareness. Studies show that VR/AR integrated lessons increase students' speaking confidence by reducing psychological barriers. These platforms provide opportunity to use language spontaneously in any given professional context (Yan et al., 2024; Huang et al., 2021). Speaking confidence is extremely important in tourism as future specialists get to interact with representatives of different cultures. Finally, using VR/AR technologies in foreign language lessons increases students' active participation in lessons. Visual and audio tools by VR improve students' interest in their subject and motivation towards the lessons (Yildirim, 2020; Al-Ansi, et. all, 2023).

3. Gamification platforms as Quizlet, Wordwall and others help to provide enjoyable exercises and game-based learning. These platforms make learning process interactive and allow students acquire knowledge while participating in games. Platforms help to improve their vocabulary, practical skills and problem solving through interactive tasks. It increases students' motivation and engagement, and enhances educational outcome through gamified learning and fun experiences. Gamification fosters cooperative learning, critical thinking and problem-solving skills which are important for improving communicative competence (Khlybova, 2022). Several studies highlight its effectiveness in vocabulary acquisition (Jaiswal, 2024; Aprianti, 2024). Gamified platforms are beneficial for acquiring vocabulary for communication. They make learning process engaging, and motivate learners for constant improvement. Studies review their effectiveness in building students' lexical competence that is essential for future tourism specialists. They often have to learn large amount of professional terms that can be used for professional communication. So, these

platforms help them to simplify the process of acquiring new professional terms.

4. Mobile assisted language learning (MALL): tourism students can improve their language skills with authentic texts and interaction with native speakers via platforms like Instagram, Tiktok, Facebook, etc. It enhances learners' sociolinguistic and strategic competences. Mobile applications like Duolingo or Babbel are great tools for practicing vocabulary and grammar in everyday basis (Akeshova et. all, 2025). These apps provide opportunities for self-oriented flexible learning for each student. Mobile applications help students to communicate with people from all over the world. There are special applications for learning vocabulary, grammar, listening and others. There are applications which provide communication with native speakers too. It helps to improve students' interaction with clients from different cultures. MALL enables students to practice language anytime and anywhere, and it increases students' engagement and motivation through authentic materials (Mamarasulova, 2025). Mobile applications are great tools for activating students' independent activity. Students can practice their language skills on everyday basis on their mobile phones. It gives opportunity for self-oriented flexible learning (Togaibayeva, 2022).

5. AI-Driven Chatbots: AI tools are great for practicing real conversations in tourism sphere. AI delivers grammar correction, personalized feedback, and instant dialogue practice. Learners report increased motivation, reduced anxiety, and greater output volume, supporting communicative competence development. AI became one of the essential tools in learning process. Nowadays, teachers and learners use AI to make learning and teaching process easier and interactive. The President K.Zh.Tokaev (2025) made the first meeting of the Council for the Development of Artificial Intelligence in October 2025, and mentioned its effectiveness in education. K. Zh. Tokaev (2025) highlighted AI's opportunity for personalized education.

AI in learning languages is used for adapting teaching and learning materials for students' needs. Researchers Zhu et. all (2025) confirmed effectiveness of AI in improving students' speaking skills. They highlight its help in reducing students' fear of speaking and boosting their confidence in speaking. According to Chang (2023) AI-chatbots strengthen students' intercultural competence by helping them to recognize cultural difference and assisting them to be ready for interaction. Intercultural competence is crucial for tourism students as they tend to com-

municate with representatives of other cultures. Semenov et. all (2024) identifies opportunities of AI methods to control and personalize education by setting learning goals that helps students adapt and record their learning process. AI platforms can be used for evaluating their learning progress. According to theoretical analysis by Z. Zhumatayeva et. all (2024) there are plenty of AI tools used for improving communicative practice. The researchers have provided best tools for each aspect of language learning. For example, SpeakFit for improving speaking skills, Lernmi, Five phrases, Fluent for developing vocabulary, Rosetta Stone, Pronounce, Mosalingua for enhancing pronunciation, Virtual Sapiens, Komensa for improving communication, and Soft Skills Cloud for teaching grammar.

6. Multimedia resources can affect positively on teaching foreign language as it increases students' interest to learning process. According to Liburd and Christensen (2013) social media can be the part of online learning, because it can provide in-depth learning and collaboration among students and teachers. Social networking sites like Facebook, Instagram have strength of inner-activeness, joint creation of content, and critical thinking. Social media can also be used for communicating with representatives of different cultures, and helps to improve students' intercultural communicative competence. According to Blattner and Fiori (2012) social media is beneficial for providing authentic sources that develop students' socio-pragmatic learning. For example, there are people who post their vlogs on social media. People share their daily life on applications as Tiktok or Instagram. Their vlogs show their cultural differences, traditions and beliefs. It gives opportunity to understand cultural difference of people, and avoid cultural misunderstanding when communicating with foreign people.

Although digital technologies benefit in most aspects of teaching foreign language to tourism students, there are some challenges in using them. Challenges are connected with technical limitations, teacher-training and access to digital tools.

First of all, unequal access to digital devices and problems with Internet are identified as one of the biggest barriers in usage of digital technologies. While students in large cities have access to most of the technologies, students from under-resourced regions may not have access to VR/AR or other type of technologies (Zou et. all, 2025). Schools and students from under-resourced regions may not have access to bandwidth-heavy VR/AR or other digital technologies. In addition, hardware or power-

ful computers cost a lot of money. Especially, this problem occurs while working with VR/AR technologies. The cost of VR/AR equipment is high and content integration with curricula may bring some problems. Even if institutions can pilot VR, scaling to whole cohorts is difficult without institutional investment or external partnerships (Smala et. all, 2025).

Teacher training is other part of barriers in using digital technologies. Teachers' professional development and digital skills affect process of using digital technologies in foreign language education. Studies show that teachers with weak training in instructional design or limited tech skills either underutilize tools or use them in ways that favor novelty rather than learning. Effective integration of digital technologies requires not just digital competence or technological skills, but also pedagogical aspects of using technologies. Teachers have to master task-designing, rubric-based assessment and scaffolding automatic feedback (Amemasor et. all, 2025). For example, successful integration of AI into teaching process is possible when prompts are given correctly. AI platforms as ChatGPT need correct requests to create effective resources for teaching and learning. Therefore, developing teachers' digital competence is vital in using digital technologies in education.

Materials and methods

This study used materials including scientific publications and regulatory documents, as well as data received from a survey of teachers working with students of tourism and hospitality major. Scientific publications were included to identify existing digital technologies used in formation of foreign language communicative competence.

The methodological part of the study consists of comprehensive literature review and questionnaires. Comprehensive literature review allowed to analyze theoretical background and pedagogical approaches in usage of digital technologies while formation of future tourism specialists' communicative competence. The survey was conducted among 61 teachers who has experience in working with students of tourism and hospitality sphere. The survey consists of 4 sections: teachers' background information; the use of digital technologies in teaching; digital technologies and communicative competence; and challenges and limitations. The survey includes questions about teachers use of digital technologies in teaching English to tourism students, types of digital technologies used for formation of foreign language

communicative competence, the effectiveness of digital technologies from teachers' perspective, and difficulties that happen while using digital technologies. The data was sent and collected with the help of the Google Forms online platform, and following analysis of gathered information. Mixed method of combining literature review and empirical data helped to identify current state of using digital technologies in formation of future tourism specialists' foreign language communicative competence.

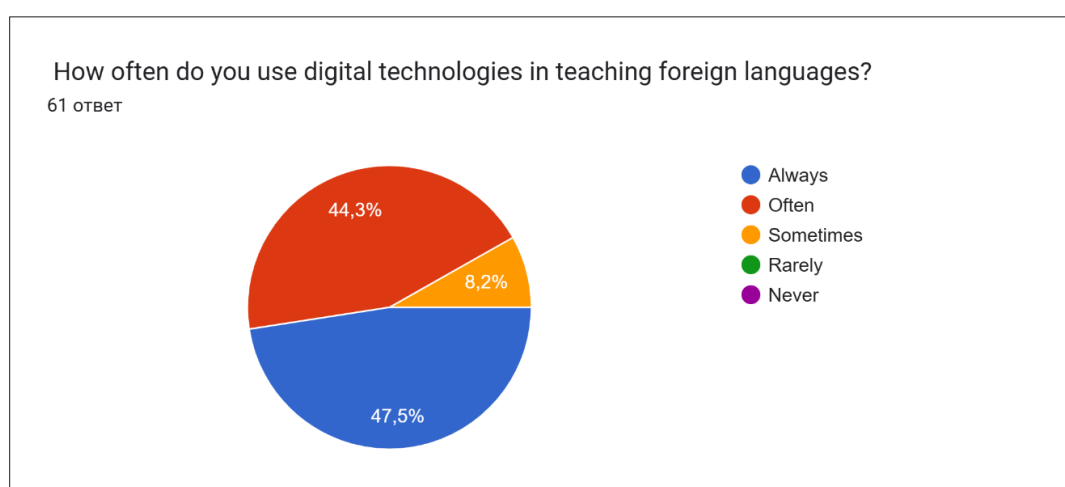
Results and discussion

The results of the teacher survey support theoretical findings. The survey showed that almost all of the teachers use digital technologies often (44,3%) or always (47,5%) (Figure 1). That proves the statement that modern professional foreign language education is full of innovative methods, and digital technologies are crucial for learning foreign languages.

Figure 1

Teachers' Responses to the Question:

"How often do you use digital technologies in teaching foreign languages?"



Source / Note: This figure was compiled by the authors based on the analysis of materials

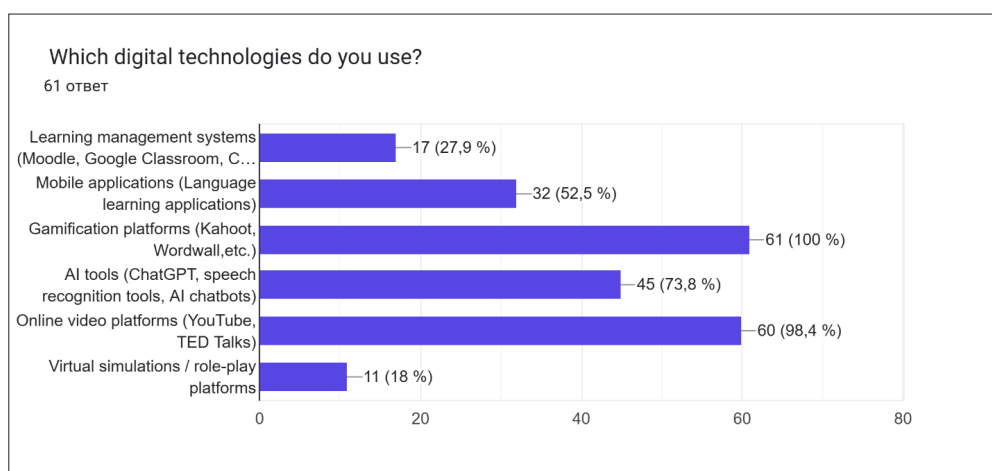
Teachers use variety of digital technologies at their lessons. Gamifications platforms (100%) and Online video platforms (98,4%) were chosen most among digital technologies. AI tools (73,8%) and Language learning applications (52,5%) are also popular among teachers. Virtual simulation platforms (11%) and LMS (Moodle, Google Classroom, etc.) (17%) are less chosen by teachers than other digital technologies (Figure 2).

According to the survey results teachers use digital technologies for different purposes. Digi-

tal technologies are used for improving different language skills that are crucial in foreign language communicative competence. Speaking (96,7%), Listening (93,4%), and Vocabulary development (96,7%) are the main skills that teachers use digital technologies to improve. Almost half of the respondents (49,2%) use digital technologies for developing students' intercultural communicative competence. The use of digital technologies for reading (31,1%) and writing (3,3%) is less than other language skills (Figure 3).

Figure 2

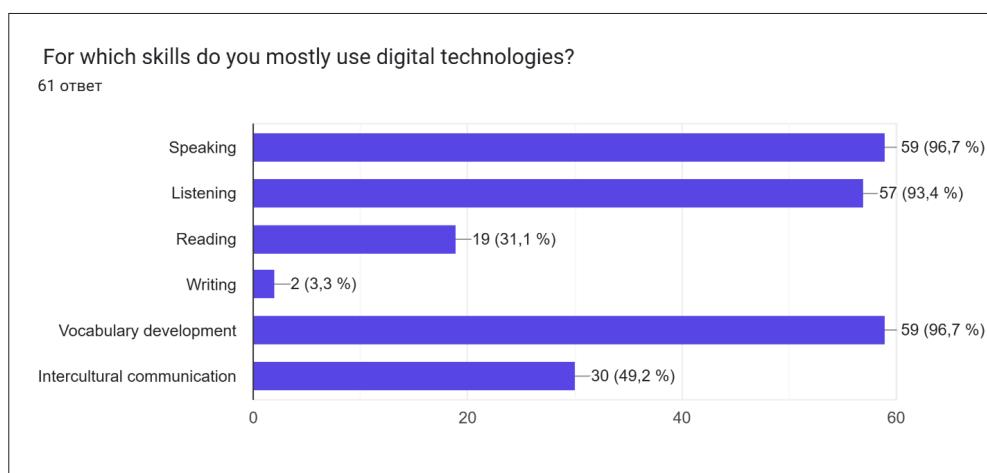
Teachers' Responses to the Question:
 "Which digital technologies do you use?"



Source / Note: This figure was compiled by the authors based on the analysis of materials

Figure 3

Teachers' Responses to the Question:
 "For which skills do you mostly use digital technologies?"



Source / Note: This figure was compiled by the authors based on the analysis of materials.

The next part of the survey was about the effectiveness of digital technologies on foreign language communicative competence according to the teachers. The survey questions on this section were organized through Likert scale ranging from strongly disagree to strongly agree (Likert, 1932). Table 2 presents the findings about teachers' attitude on effectiveness of digital technologies:

Most of the respondents (65,6%) strongly believe that digital technologies increase students' motivation for communication in

foreign language. A very large number of teachers (83,6%) strongly believe that digital tools are great help for developing students' tourism-related vocabulary. Most of the respondents strongly agree (55,7%) and agree (37,7%) on statement that online role-plays and simulations support real-life professional communication. In addition, according to the teachers, digital technologies are really helpful for personalized learning, as 83,6% of respondents strongly agree with that statement (Table 2).

Table 2*Teachers' beliefs on effectiveness of digital technologies in foreign language education*

Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Digital technologies increase students' motivation to communicate in a foreign language.	0%	0%	3 (4,9%)	18 (29,5%)	40 (65,6%)
Digital tools help students develop professional tourism-related vocabulary.	0%	0%	3 (4,9%)	6 (9,8%)	52 (85,2%)
Online role-plays and simulations support real-life professional communication.	0%	1 (1,6%)	3 (4,9%)	23 (37,7%)	34 (55,7%)
Digital technologies enhance students' intercultural communicative competence.	0%	3 (5%)	5 (8,3%)	33 (55%)	19 (31,7%)
Digital learning environments support personalized learning in foreign language education.	0%	1 (1,6%)	3 (4,9%)	6 (9,8%)	51 (83,6%)

Source / Note: This table was compiled by the authors based on the analysis of materials.

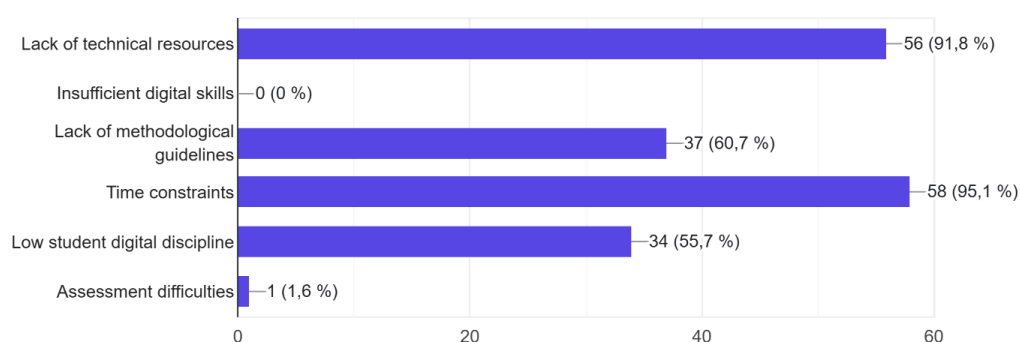
The last part of survey covered challenges and limitations that occur while using digital technologies on foreign language lessons. Most teachers chose factors such as lack of technical resources ((91,8%) and time constraints (95,1%)

as difficulties that they face when using digital technologies. Lack of methodological guidelines (60,7%) and low student digital discipline (55,7%) were considered as important factors too (Figure 4).

Figure 4*Teachers' Responses to the Question:**"What difficulties do you face when using digital technologies?"*

What difficulties do you face when using digital technologies?

61 ответ



Source / Note: This figure was compiled by the authors based on the analysis of materials

The findings of our study show that digital technologies play an important role in teaching foreign languages and formation of future tourism specialists' foreign language communicative competence. The analysis theoretical works and survey findings demonstrate that the integrating digital tools into foreign language teaching helps developing grammatical, sociolinguistic, discourse, strategic parts of communicative competence necessary for professional communication in tourism industry.

According to the scientific literature, digital technologies are considered as not only supplementary instructional tools, but as an essential part of modern foreign language education. Studies distinguish that digital technologies and digital learning environment support learner autonomy, interaction, intercultural communication, and authentic material practice that are especially important for future tourism specialists as their future work is directly connected with communication in multilingual and multicultural contexts. Theoretical findings show that such digital technologies as virtual communication environments, artificial intelligence tools, mobile applications, and multimedia platforms benefit in developing students' communicative competence and professionally-oriented learning. The conducted survey in our study confirmed the growing importance of digital technologies in higher education practice. Most teachers reported regular use of digital tools and online resources during their foreign language instruction.

The survey results confirm the findings on the effectiveness of digital technologies. Teachers believe that digital tools help to increase students' motivation to communicate in foreign language, improve their professional vocabulary, and promote personalized learning in foreign language education. The most frequently used technologies included gamification platforms, multimedia resources, and AI tools. Other digital tools such as mobile applications, virtual simulation, and learning management systems are used in teaching foreign language too.

However, some digital technologies used fewer than others due to difficulties that occur while using them. For example, Virtual simulations were chosen by few teachers as not all of the universities possess necessary equipment. Unequal access to digital devices and Internet are identified as one of the biggest barriers in usage of digital technologies. While students in large cities have access to most of the technologies, students from under-resourced regions may not have access to VR/AR

or other type of technologies. Schools and students from under-resourced regions may not have access to bandwidth-heavy VR/AR or other digital technologies. The survey results show that the difficulties while using digital technologies are mostly connected with lack of technical resources and time constraints. Additionally, some teachers chose lack of methodological training and low student digital discipline as other difficulties that occur while using digital technologies. These findings show that digital technologies are considered strongly effective in teaching foreign languages, and successful digital transformation requires technical support and appropriate methodological preparation.

Conclusion

In conclusion, the analysis of different researches demonstrates that the integration of digital technologies into formation of future tourism specialists' communicative competence is considered effective. Literature review and survey findings demonstrate that digital technologies such as VR/AR, Mobile learning, game-based platforms, multimedia resources and AI chatbots have a positive effect on developing tourism students' vocabulary, practical language skills, intercultural competence and speaking confidence. These skills and competences are essential in the formation of future tourism specialists' communicative competence. Using digital technologies in teaching benefits not only in improving language skills, but also in increasing students' motivation and engagement. Gamified learning, mobile application, VR technologies and AI facilitate learner autonomy, personalized learning, and immediate feedback that motivates students for constant learning.

Despite pedagogical advantages of using digital technologies, there are technical, methodological and organizational challenges. Studies show that challenges are connected with uneven access to technological infrastructure, teachers' digital competence, high cost for some technologies, and problems with pedagogical integration of digital tools into curriculum design. These challenges highlight the need for careful planning of digital tools usage, systematic pedagogical development, and institutional support to ensure successful digital technologies integration.

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Conflict of Interest

The authors declare no conflicts of interest.

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Author Contributions

Nuraly S.T. – Conceptualization, Data Curation, Methodology, Investigation, Writing – Original Draft

Zhaitapova A.A. – Data Curation, Scientific Supervising, Validation, Writing – Review & Editing

Faizulla Kh. – Formal Analysis, Visualisation, Investigation, Resources

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