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FORMATION OF DISCURSIVE COMPETENCE OF STUDENTS BY MEANS OF A PROBLEM SITUATION ON LMS PLATFORMS

Abstract

The article deals with the role of forming discursive competence of students of the speciality 'Tourism' on LMS platforms. The authors point out that in the conditions of modern educational process the formation of discursive competence of future specialists in the field of tourism is an integral part of their professional training, especially when teaching a foreign language. Discursive competence implies the ability to effectively and appropriately use language in various communicative situations, which is key for interaction with tourists, as well as for a successful career in the tourism industry. The purpose of this paper is to study the methodology of formation of discursive competence in students of specialty 'Tourism' through the use of problem situations on LMS platforms. Problem situations as a teaching method contribute to the development of critical thinking, creative and communicative skills, providing a deeper understanding and mastering of a foreign language. Due to the entrance of the society, as well as the educational system into the digital era, we are turning to distance learning as maybe not the most common, but most integral aspects of educational system. Hence, the article deals with the theoretical aspects of problem situations in foreign language teaching, as well as their practical application in the context of training specialists for tourism on the LMS platform. The importance of integrating digital technologies into the learning process is emphasized in order to increase students' motivation and efficiency of their professional training.

Keywords: discursive competence, problem situation, LMS platforms, Google class, teaching methodology, professional training.

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LMS ПЛАТФОРМАЛАРЫНДА ПРОБЛЕМАЛЫҚ ЖАҒДАЯТ АРҚЫЛЫ СТУДЕНТТЕРДІҢ ДИСКУРСИВТІ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

Аңдатпа

Мақалада ЛМС платформаларында «Туризм» мамандығы студенттерінің дискурсивті құзыреттілігін қалыптастыру рөлі қарастырылады. Авторлар қазіргі заманғы білім беру процесі жағдайында туризм саласындағы болашақ мамандардың дискурсивті құзыреттілігін қалыптастыру, әсіресе шетел тілін оқыту кезінде олардың кәсіби даярлығының ажырамас бөлігі болып табылатынын атап көрсетеді. Дискурсивтік құзыреттілік тілді түрлі коммуникативтік жағдаяттарда тиімді және барабар пайдалану қабілетін көздейді, бұл туристермен өзара әрекеттесу үшін, сондай-ақ туристік саладағы табысты мансап үшін шешуші болып табылады. Бұл мақаланың мақсаты шет тілін оқытуда ЛМС платформаларында «Туризм» мамандығының студенттерінде проблемалық жағдаяттарды пайдалану арқылы дискурсивтік құзыреттілікті қалыптастыру әдістемесін зерттеу болып табылады. Проблемалық жағдаяттар оқыту әдісі ретінде шетел тілін терең түсінуді және меңгеруді қамтамасыз ете отырып, сыни ойлауды, шығармашылық және коммуникативтік дағдыларды дамытуға ықпал етеді. Қоғамның, сондай-ақ білім беру жүйесінің цифрлық дәуірге кіруіне байланысты қашықтықтан оқыту білім беру жүйесінің маңызды аспектілерінің бірі болып табылады. Осылайша, мақалада шет тілін оқытудағы проблемалық жағдайлардың теориялық аспектілері және олардың ЛМС платформасында туризм мамандарын даярлау контекстіндегі практикалық қолданылуы қарастырылады. Студенттердің мотивациясын және олардың кәсіби дайындығының тиімділігін арттыру мақсатында оқу процесіне цифрлық технологияларды интеграциялау маңыздылығы атап өтіледі.

Түйін сөздер: дискурсивті құзыреттілік, проблемалық жағдай, LMS платформалары, Google Classroom, оқыту әдістемесі, кәсіби дайындық.

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ФОРМИРОВАНИЯ ДИСКУРСИВНОЙ КОМПЕТЕНЦИЙ СТУДЕНТОВ ПО СРЕДСТВОМ ПРОБЛЕМНОЙ СИТУАЦИИ НА ПЛАТФОРМАХ LMS

Аннотация

В статье рассматривается роль формирования дискурсивной компетенции студентов специальности «Туризм» на платформах LMS. Авторы отмечают что, в условиях современного образовательного процесса формирование дискурсивной компетенции у будущих специалистов в области туризма является неотъемлемой частью их профессиональной подготовки, особенно при обучении иностранному языку. Дискурсивная компетенция предполагает способность эффективно и адекватно использовать язык в различных коммуникативных ситуациях, что является ключевым для взаимодействия с туристами, а также для успешной карьеры в туристической сфере. Целью данной работы является исследование методики формирования дискурсивной компетенции у студентов специальности «Туризм» через использование проблемных ситуаций на платформах LMS. Проблемные ситуации как метод обучения способствуют развитию критического мышления, творческих и коммуникативных навыков, обеспечивая более глубокое понимание и усвоение иностранного языка. В условиях перехода общества и образовательной системы в цифровую эпоху дистанционное обучение становится если даже не самым распространенным, но наиболее неотъемлемым аспектом образовательной системы. Таким образом, в статье рассматриваются теоретические аспекты проблемных ситуаций в обучении иностранному языку, а также их практическое применение в контексте подготовки специалистов по туризму на платформе LMS. Подчеркивается важность интеграции цифровых технологий в учебный процесс для повышения мотивации студентов и эффективности их профессиональной подготовки.

Ключевые слова: дискурсивная компетенция, проблемная ситуация, LMS платформы, Google Classroom, методика обучения, профессиональная подготовка.

Introduction. As stated in the Address of the President of the Republic of Kazakhstan K.K. Tokayev in 2019, one of the main tasks of Kazakhstani education is the formation of skills that ensure competitiveness of specialists in the international arena, ahead of modern trends. According to the message, an important and large-scale task facing the education and science system of the Republic of Kazakhstan is not only to keep up with new trends, but to be ahead of them and form trends [1]. This task is also directly aimed at preparing students, including students of non-linguistic majors, for the requirements of globalization and internationalization. In the current situation, professionally oriented foreign communicative competence takes an important place for future specialists, in the field of tourism, which allows them to actively participate in international communication and ensure Kazakhstan's competitiveness on the world stage.

The main goal of professional higher education is to train qualified specialists who meet the required level and profile, are competitive in the labor market, competent, proficient in their profession, and capable of effective work in related fields of activity, meeting global standards [2, p. 104].

In today's rapidly changing labor market, the importance of professional competences of non-linguistic students is increasing. The development of professional qualifications of general specialists is based on the 2020 Address of the President of the Republic of Kazakhstan K.K. Tokayev. According to the report, it is stated that the reorientation of the professional education system to the formation of such competencies will allow students not only to adapt to modern requirements, but also to successfully compete in the labor market [3]. In addition, in the mentioned message, the President set the task of training students of tourism specialties by focusing on the development of general tourism. Therefore, the formation of discursive competence is also important for the training of modern specialists. This is because professional communication in a foreign language is becoming an important element for a successful career in the tourism industry, and therefore it allows professionals to interact effectively in an international environment.

Today, there is an urgent need to introduce professionally oriented language training into the tourism education system. This situation is clearly reflected in the state program for the development of education and science in the Republic of Kazakhstan for 2020-2025 [4]. In order to solve the obvious problems in the field of education, the program specifies the clear tasks of providing professional guidance to students, training specialists and implementing the process of internationalization of professional education.

Globalization is a process that causes much debate and has both positive and negative definitions. However, everyone agrees that globalization processes are inevitable and affect various aspects of our lives. Modern society is experiencing dynamic social, economic, and technological changes, which, along with globalization, inevitably reflect on the education system.

Due to globalization, many new questions arise in education: How do the use of digital technologies and distance learning change educational processes? What new challenges and opportunities arise in connection with digital transformation?

This highlights the importance of integrating modern information and communication technologies (ICT) into the teaching process, including the process of teaching foreign languages.

In recent years, plenty of methodological works have emerged, which are focused on developing various aspects of foreign language communicative competence, specifically discursive competence based on information and communication technologies (ICT). The authors of these works highlight the advantages of using ICT and multimedia technologies [5, 6].

The advantages of using ICT (Information and Communication Technologies) lie in their ability to serve as a universal pedagogical tool that requires less effort from the teacher while saving classroom time needed to intensify and optimize the learning process [7]. Additionally, incorporating LMS (Learning Management System) platforms enhances this effectiveness by providing a structured and interactive environment for both educators and students. LMS platforms offer features such as online assessments, multimedia content delivery, and real-time feedback, which contribute to a more engaging and efficient learning experience.

Learning Management System (LMS) — a digital learning platform offering a wide range of functions to support effective education for schools, enterprises, and entrepreneurs. Its main features can be summarized as follows [8]:

L (Learning) — Learning. LMS can create a centralized source for courses and learning materials.

• *M (Management)* — Management. LMS can manage course content, students, and enhance efficiency. Unlike regular storage services, LMS is a well-organized system that allows managing the learning process.

• *S (System)* — System. LMS automates assessment setting, processing statistics, analysis, and reporting, as well as ensuring computer-based learning for course participants.

The advantages of using LMS for managing the learning process include [9]:

- Increasing student engagement and employee productivity;
- Saving trainers' and teachers' time on daily lessons;
- Ease of tracking student progress and achievements at each stage of the learning process;
- Allowing students to learn at their own pace;
- Reducing teachers' working hours and costs for classrooms and materials thanks to video lessons;
- Centralizing all learning materials in one place.

Incorporating LMS platforms in the formation of foreign language discursive competence in students brings significant advantages.

In the formation of discursive competence other than using digital platforms, it is also important to use pedagogical technologies that promote active involvement of students, development of their foreign language communication skills in real and professional contexts. It is also important to consider specific tasks - for example, the development of language competence, argumentation and critical thinking skills, as well as the ability to solve problems in the professional sphere of tourism.

Each pedagogical technology may differ in the peculiarities of its application, but the teacher should always exclude the personal connotation.

‘Pedagogical technology is methods, forms, means, ways, material resources, etc., linked into one whole, ensuring the achievement of the goal; technology is everything that is between the goal and the result’ [10, p. 344].

"The use of innovative pedagogical technologies in the educational process of the school creates entirely new opportunities for the implementation of the didactic principles of individualization and differentiation of learning [11, p. 245]."

"Modern pedagogical technologies are focused on individualization, distance learning, and variability of the educational process" [12, p. 162].

Thus, L.P. Krivshenko under the concept of pedagogical technology understands a consistent system of actions of a teacher associated with the solution of pedagogical problems, or as a systematic and consistent implementation in practice of a pre-designed pedagogical process [13].

Problem-based learning technology. Problem-based learning (or solving real-life problems) helps to stimulate students' critical thinking, develops the ability to find solutions in uncertainty and professional situations. Technology of problem-based learning. Such prominent teachers and psychologists as A.M.Matyushkin, T.V.Kudryavtsev, I.Y.Lerner, M.I.Makhmutov, V.Okon, M.N.Skatkin, etc. participated in the development of the fundamental provisions of the concept of problem-based learning; the principles were described by S.L.Rubinstein, D.N.Bogoyavlensky, N.A.Menchinskaya, and the methods of implementation in the educational system - by M.A.Danilov, M.N.Skatkin, and M.A.Danilov, M.N.Skatkin [14].

Thus, M.I.Makhmutov understands problem-based learning as ‘a type of developmental learning, which combines systematic independent search activity of students with their assimilation of ready-made conclusions of science, and the system of methods is built taking into account goal-setting and the principle of problematic; the process of interaction between teaching and learning is focused on the formation of cognitive independence of students, the stability of learning motives and thinking

(including creative) abilities in the course of their assimilation of scientific concepts and modes of activity, determined by the principle of problem-setting and the principle of problematic learning [15].

Such scientists as R.P.Milrud, V.V.Safonova, I.L.Bim, I.A.Zimnyaya and others have been engaged in the development and improvement of problem-based learning technology as applied to foreign language. According to V.V.Safonova's definition, problem-based learning is a system of teaching methods in which students master new knowledge not by memorising it, but as a result of thinking activity in the process of solving problem tasks, with the aim of mastering the target language, interpreting the content of texts and creating their own speech works of creative nature, which allows for the maximum development of the student's personality [16].

Learning problems in the formation of discursive competence, and in the context of the formation of various sub-competences in foreign language communication, are important aspects of modern foreign language teaching, especially in the field of tourism.

Tourism discourse covers a wide range of communicative situations occurring in the tourism sphere, such as interaction with tourists, tour guides, discussion of itineraries, hotels, transport and cultural features of the region. Learning challenges here include:

- must be able to adapt the language according to the context - to communicate with tourists, to organize services, to convey cultural information.

Foreign language communicative-cognitive subcompetence implies not only knowledge of the language, but also the ability to analyze, evaluate and actively use the received information in various communicative situations. For successful communication it is important not only to know words and expressions, but also to be able to use them adequately in real-life situations, which requires developed cognitive skills (e.g. the ability to make quick decisions under conditions of uncertainty).

Linguacultural subcompetence is related to the understanding and respect for cultural differences, as well as the ability to correctly use cultural peculiarities for effective communication in the field of tourism.

Foreign language tourism and professional subcompetence includes the ability to effectively perform professional tasks in a foreign language in the field of tourism.

Thus, learning problems in the formation of discursive competence and related subcompetences require an integrated approach combining linguistic training, intercultural awareness and practical orientation. It is important to take into account cultural, cognitive and professional aspects, which will allow students to successfully apply their knowledge in real-life situations and achieve high results in tourism and the field of intercultural communication.

Basic provisions. Discursive competence is a specialized type of communication used in any field to solve various professional tasks, exchange information, and interact among participants in the field. For instance, according to our topic, in the context of forming discursive competence in the tourism sector, we can consider the following scenarios: providing tourist services, organizing excursion activities, hotel business, and organizing tourist routes, etc. During the performance of these services in the tourism profession, a specialist needs to have a thorough knowledge of specialized vocabulary, expressions, and speech genres related to the field. The formation of such discursive competence in foreign language education is aimed at preparing students for successful professional communication in a foreign language in real tourist situations. Knowledge of a foreign language is an integral part of the professional competence in this field. Of course, the tourism profession is closely related to foreign languages, as tourist services are not limited to domestic consumers only. Specialists in the field of tourism should be able to communicate effectively with clients, colleagues, and partners in different languages, considering the specifics of the tourism industry and intercultural differences.

The application of various pedagogical technologies and methods contributes to the development of necessary language and communicative skills and helps students become successful professionals in the field of tourism. In the modern era, the use of digital technologies has made the learning

process easier than ever. The importance of students' independent work and the interaction between students and teachers is increasing. To work with these factors, LMS platforms, which have found their place in the educational process, are becoming even more effective. In our article, we will discuss the effectiveness of LMS platforms in forming the professional discursive competence of future specialists in the tourism industry.

Materials and methods. Both theoretical and empirical materials were used to investigate the problematic aspects of forming discursive competence. Problem situations were chosen as the main research material. The observation method was also used, which made it possible to obtain practical information about typical difficulties and language barriers encountered in professional tourist discussion. This paper presents the practical experience of using this method.

In the conditions of foreign language education aimed at the formation of discursive competence, didactic approaches to problem situations play an important role. They provide integration of theoretical knowledge and practical skills, as well as develop students' communicative and professional competences. The application of problem situations allows not only to teach a foreign language, but also to prepare students for real professional tasks characteristic of the tourism sphere. The main approaches to solving problem situations: interactive approach.

Interactive approach in teaching is a fairly new means of improving education. The purpose of interactive approach is to create conditions of comfortable learning, promoting active interaction of students. To date, the use of interactive approach in the learning process speaks about the innovative activity of the teacher. Interactive learning implies learning immersed in communication, but not replaced by it. One of the main goals of interactive learning is the full development of students, the formation of a personality capable of independent thinking and cognitive activity.

Interactive approach can also be seamlessly integrated into LMS platforms. These platforms are designed to support various interactive tools and features, such as discussion forums, quizzes, virtual classrooms, multimedia content, and collaborative projects. By using these interactive elements, teachers can create engaging and dynamic learning environments that enhance student participation, encourage collaboration, and provide instant feedback.

The interactive approach creates favorable conditions for solving creative tasks, and also promotes the development of versatile thinking. Students express their point of view and learn to defend their opinions. In the course of interactive learning, contradictions may arise, while students learn to interact with each other in the class or online. The whole learning process based on the interactive approach is characterized by students being active throughout the lesson. Students perceive and assimilate information more quickly. In interactive learning, all learners are equal to each other [17, p.82].

Interactive approach can also be seamlessly integrated into LMS platforms. These platforms are designed to support various interactive tools and features, such as discussion forums, quizzes, virtual classrooms, multimedia content, and collaborative projects. By using these interactive elements, teachers can create engaging and dynamic learning environments that enhance student participation, encourage collaboration, and provide instant feedback.

In this article, we focused on Google Classroom as the LMS system used. Google Classroom is a cloud-based learning management system (LMS) provided free of charge to educational institutions. It integrates with other Google products such as Google Drive, Google Docs, and Google Forms, simplifying the creation and management of assignments, grading student work, and collaboration with students for educators. It is used by over 150 million students worldwide.

Flynn stated that Google Classroom is a learning management system (LMS) that aims to simplify creating, distributing, and grading assignments and engaging students in learning online or remotely. Google Classroom is a free application designed to help students and teachers communicate, collaborate, organize and manage assignments, go paperless, and much more. Google classroom also can help students to organize their jobs [18] as Iftakhar stated that "Google Classroom can help students to keep their files more organized because all their work can be stored

paperlessly in a single program" (p.13) on the other hand, google classroom also can help teachers quickly identify which students may be struggling with their assignments [19].

We can say that the interactive approach in teaching is a method in which the teacher and students actively interact with each other, creating a dynamic learning environment. Unlike the traditional lecture approach, where the student mainly perceives information, the interactive method requires students to actively participate, discuss, solve problems together and discuss different points of view. But the task of our article is to make students work on their own on LMS platforms. Let's dive in to the ways how to use them and what tasks can be used on these platforms.

Discussions and debates are great examples of interactive teaching methods. They make students get involved in the learning process by thinking deeply about the material and interacting with each other. These tasks on LMS platforms help build critical thinking, argumentation skills, and student engagement. Instructors can create discussion forums and post topics in the stream section for students to comment and discuss, and for live debates, they can schedule Google Meet sessions in Google Classroom, enabling students to present arguments and engage in real-time interactions.

Teachers can check these tasks by looking at how often and well students join in forums, streams, and live sessions. They can see if students give good and clear reasons in discussions and if they work well with others in group activities. Teachers can also check if students think deeply about different topics. For written reports and presentations, teachers look for clear, well-organized work that follows the rules. Using simple grading guidelines helps make sure grading is fair and clear for everyone.

Students were given the following problem situations:

Task 1. Students discuss how mass ecotourism affects the ecological condition of natural sites. Some students may be in favor of ecotourism as a way to conserve nature, while others may be against it, citing the harm that can be caused by an unbalanced approach to tourism. Students discussed the following questions:

1. How can ecotourism help in conservation?
2. What role do tourism companies and local authorities play in this process?
3. What can be done to minimize the ecological footprint of tourism?

Task 2. Students discuss how tourists can affect the traditional cultures and customs of local communities. Some students argue that tourism promotes cultural exchange and preservation of traditions, while others believe that mass tourism leads to the destruction of unique cultures. During the class, students discussed the following questions that developed students' critical thinking.

1. Can tourism help preserve traditions, or does it destroy local culture?
2. How can tourism companies promote cultural exchange without harming traditions?
3. How can the negative impact of tourism on local cultures be minimized?

Task 3. Students discuss how tourism companies and the industry as a whole can adapt to global crises (COVID-19 pandemic, economic crises). Some students believe that the industry should actively develop new approaches such as eco-friendly tours and travelling with fewer people, while others believe that tourism will always be in demand despite external challenges. They discussed questions such as:

1. How did the pandemic change the tourism industry, and what should be done to rebuild it after the crisis?
2. What safety and health measures should be put in place in tourism after the crisis?
3. How can the tourism industry be more resilient in the face of global crises?

Task 4. Students discuss how tourism can be a driver of economic growth in developing countries. However, there may also be concerns that reliance on tourism will lead to economic vulnerability when tourism revenues decline due to external factors. The students were given discussion questions to develop their foreign-language professional discourse. The questions that the students considered are as follows:

1. How does tourism affect the economic development of developing countries?
2. What are the pros and cons of tourism-dependent economies?

3. How can developing countries balance the development of tourism and other industries?

Task 5. Students discuss the importance of tourist safety in different countries. This includes health issues, protection from terrorism, and personal safety and rights of tourists. To fully develop this situation, students should discuss the following questions:

1. How can the safety of tourists in different countries be improved?
2. What measures should be taken by travel agencies to ensure the safety of customers?
3. How can tourism be safe in countries with unstable political situation?

They discussed the questions and prepared a presentation.

Task 6. Students discuss how climate change affects tourist destinations and the structure and choice of tours. How can tourism contribute to or exacerbate climate change issues? How does climate change affect popular tourist destinations? What measures should tourism companies take to reduce their carbon footprint? How to develop 'green' tourist destinations given the challenges of climate change?

These situations can be the basis for active discussions and debates, developing students' professional communication skills as well as their ability to analyze current problems and propose solutions in the field of tourism.

The advantages of the interactive approach, firstly, make the learning process more dynamic, exciting and close to real professional life, which contributes to a higher level of student involvement in the learning process. Secondly, students learn to analyse information, consider different perspectives and make informed decisions, which is especially important for solving non-standard situations in tourism practice. Thirdly, students develop both linguistic and professional competence, which contributes to a more successful mastering of specific tourism terminology and phraseology. And fourthly, students work in a team, argue their point of view, conduct business negotiations, take part in discussions, which is extremely important for tourism professionals.

Thus, the interactive approach plays a key role in the formation of professional foreign-language tourism discursive competence. The use of methods such as role-playing games, debates, case method and group projects promotes active involvement of students in the learning process and helps to develop key professional competences. As a result, students not only learn a foreign language, but also prepare for real work in the tourism sphere, learn to take part in professional discussions, argue their positions and effectively solve practical problems.

Results and discussion. The study revealed the main problems faced by 3rd year students of the specialty 'Tourism' in the formation of discursive competence. 32 3rd year students of the specialty 'Tourism' took part in the experiment.

The analysis of the obtained data showed that the most significant difficulties are insufficient language preparation, lack of practical experience in conducting professional dialogues in a foreign language and difficulties in applying specialized terminology. In particular, a significant part of students has difficulties in conducting discussions related to the specifics of the tourism industry, which is confirmed by the results of analyzing problem situations.

To identify the formation of communicative-cognitive, linguacultural and professional-tourist subcompetence, we developed the following criteria:

- ability to clearly and structurally state their thoughts, expressing them in a foreign language;
- ability to participate in a discussion, ask questions, respond to the interlocutor's remarks, correctly support the discussion;
- ability to build reasoned judgements and use critical thinking in the context of tourism problems;
- the ability to take into account cultural differences in the process of discussion, correctly interpret cultural realities and apply cultural norms of communication;
- the ability to correctly and adequately use tourism-related terminology;
- ability to use knowledge in the field of tourism to solve specific professional problems.

These criteria will help to objectively evaluate each of the aspects of formation discursive competence, taking into account both communicative and professional requirements important for future tourism professionals.

In order to analyze students' performance on the above-mentioned tasks at different levels (high, medium and low), several criteria can be used to assess the extent to which students demonstrate the ability to think critically, to use professional vocabulary, to argue, and to solve practical problems. Here is how the performance on the assignments can be categorized by level:

For the first task, students showed the following level. 15,62% of students demonstrated a deep understanding of both positive and negative aspects of ecotourism, citing real-life examples and studies, such as successful ecotourism practices, an example of ecosystem conservation and the problems of over tourism. Students make recommendations using terminology on the topic to minimize the ecological footprint of tourism. 40,62% of students discussed the main positive and negative aspects of ecotourism but without in-depth analysis. 43,75% of students discussed the topic of ecotourism at the level of general remarks without serious analyses and examples.

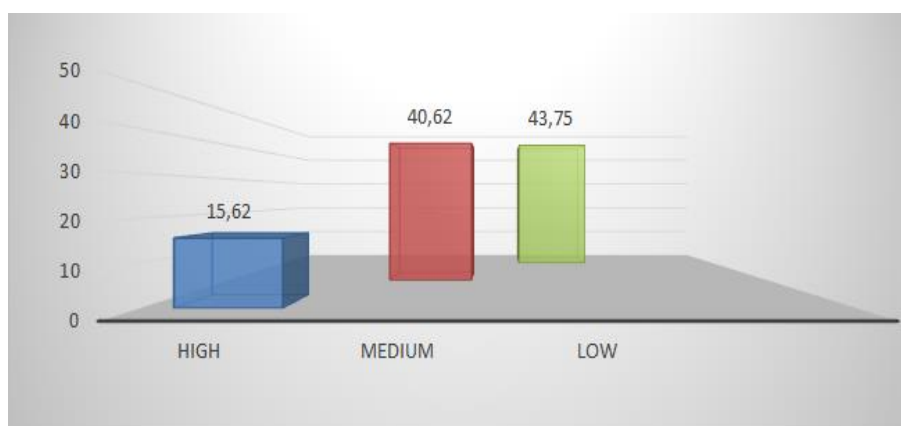


Figure-1. The result of the first task for the formation of discursive competence

For the second assignment, 21,87% of students made an in-depth analysis of how tourism can affect both the preservation and destruction of traditions, giving specific examples. Students argued for teaching tourists about local customs. 37,5% students touched on the main aspects of the impact of tourism on traditions. Students gave specific examples. Students' suggestions on minimizing the impact of mass tourism were superficial. 40,62% of students limited themselves to basic statements about the impact of tourism on culture, without examples or in-depth reasoning.

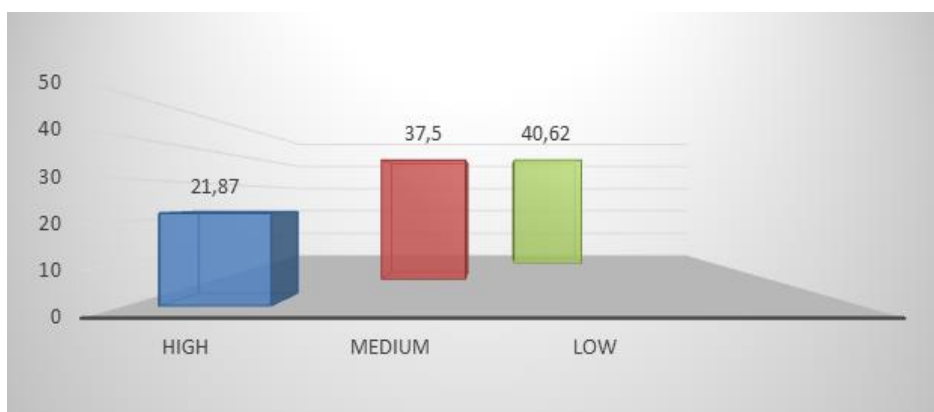


Figure-2. The result of the second task for the formation of discursive competence

In the third assignment, 12,5% of students demonstrated a deep understanding of global crises (e.g. COVID-19 pandemic) and their impact on the tourism industry, analyzing the long-term consequences and proposing specific strategies for industry recovery. Cited examples of tourism adapting to external challenges and offered solutions to increase the resilience of the industry. 50% of the students discussed the consequences of the crises, but without in-depth analyses. Recommendations were mostly superficial, without linking to real examples. 37,5% of students discussed only general effects of crises on tourism without going into details. Security and recovery measures for the industry are presented at a very general level, without concrete solutions.

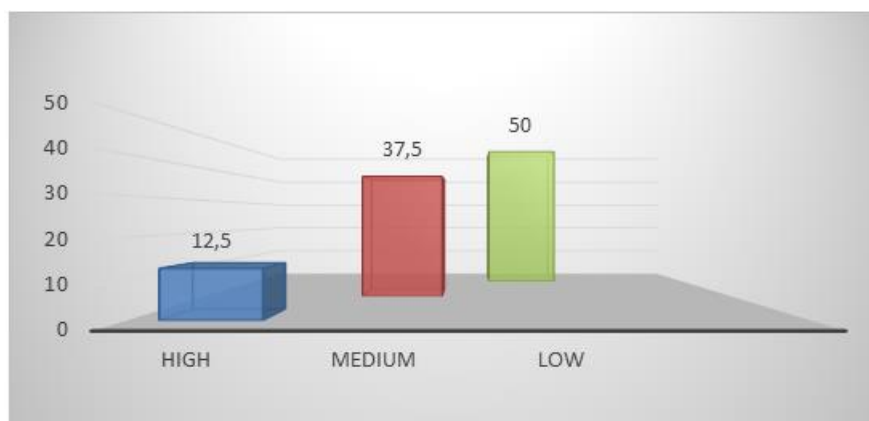


Figure-3. The result of the third task for the formation of discursive competence

For the fourth assignment, 25% of students analyzed the pros and cons of tourism dependence for developing countries, gave examples of successful countries and regions where tourism contributed to economic growth. Discussed strategies for balancing tourism with the development of other industries and offered specific solutions for balanced development. Suggested models that could minimize economic vulnerability from tourism. 46,87% students discussed the major pros and cons of dependence on tourism but without in-depth analysis. Students suggested on balanced development of tourism and other industries, but not always supported by practical examples. Answers were mostly superficial, without detailed recommendations. Students limited themselves to a superficial discussion of the economic dependence on tourism. Strategies for balanced development were not presented or insufficiently elaborated.

Students 18,75% discussed in detail various aspects of tourist safety, including health care, protection against terrorism, tourist rights. They proposed comprehensive security measures adapted to the peculiarities of different countries, with examples of real solutions. They discussed the interaction of travel companies with government agencies to ensure the safety of customers in unstable regions. 53,12% of students discussed basic security issues, but left the solution general. Students did not give in-depth analyses or real life examples. 28,12% of the

students limited themselves to general remarks about the importance of tourist safety. The suggestions given by the students are superficial.

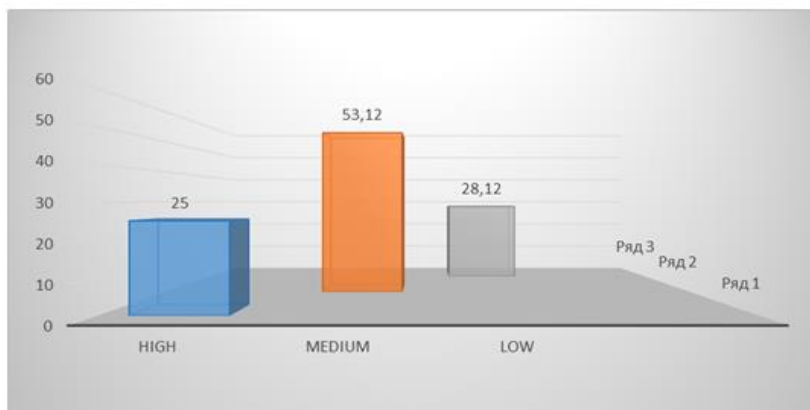


Figure-4. The result of the fifth task for the formation of discursive competence

For the sixth task, 28,12% of students analysed the impact of climate change on different tourism destinations, gave specific examples and discussed measures that tourism companies can take to reduce their carbon footprint. Students offered tangible strategies to develop green tourism destinations and solutions for tourism sustainability in the face of climate change. Students discussed innovative approaches in tourism to protect the environment. 34,37% of students discussed the main impacts of climate change on tourism but without in-depth analyses. Students discussed the situation in general terms. 37,5% of students discussed the impact of climate change superficially without going into specific examples. Students did not have the situation analyzed or discussed.

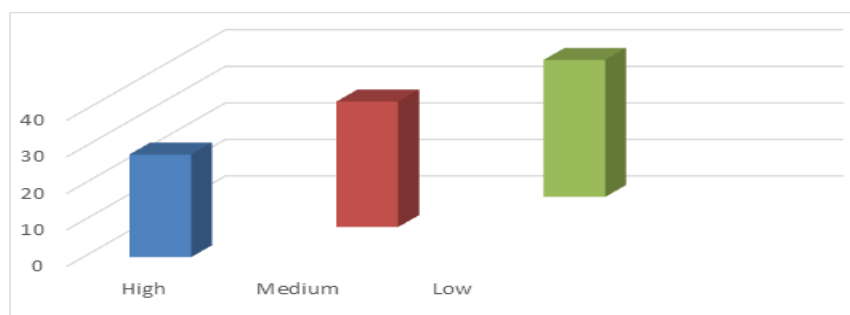


Figure-5. The result of the sixth task for the formation of discursive competence

Thus, in-depth study of real-life case studies, more active participation in discussions and research on each of the problems can be recommended for students' further development.

Conclusions. To sum up, it can be said that in the field of training future specialists in the specialty "Tourism" there are significant difficulties in using a foreign language in the formation of discursive competence. The main problems are insufficient language training, difficulties in using specialized terminology and lack of practical experience in conducting professional dialogues. At the cognitive-professional level, students discussed tourism problems and demonstrated different levels of understanding and analysis. While some students demonstrate deep knowledge and the ability to think critically, most are limited to general statements, without offering detailed solutions and examples from real practice. For students, there was a problem in solving real examples tied to real examples of solutions.

Students demonstrated good knowledge of cultural aspects and the impact of tourism on local traditions, but a deep understanding of cultural differences and adequate use of cultural norms of communication require further development. To improve the level of students' training in the field of developing foreign language discursive competence, it is necessary to focus on in-depth study of real examples from world practice, active participation of students in discussions and conducting

research on current tourism issues. It is important to include more practical tasks aimed at developing the ability to argue and solve specific professional problems. This will allow students to develop not only language and communication skills, but also professional competence in the field of tourism. Thus, for the successful development of discursive competence in students, it is important to combine theoretical knowledge with practical experience and in-depth study of specialized terminology and real cases. Teaching on LMS platforms can make these activities more effective because they offer a flexible and interactive space. Students can join forums, take part in live discussions, access many resources, and get quick feedback from teachers.

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ИНТЕРАКТИВНОЕ ОБУЧЕНИЕ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ ПЕДАГОГОВ

Аннотация

В статье раскрываются роль и значение интерактивного обучения в профессиональной подготовке будущих учителей. Отмечены его возможности в развитии современных свойств и качеств, востребованных правовым демократическим государством, основой которого является развитое гражданское общество, тесно связанное с частной собственностью, рыночными отношениями. Авторы акцентируют внимание на необходимости учета требований правового демократического государства как основного фактора, влияющего на изменение содержания образования будущих педагогов. Актуализируется необходимость интенсивного внедрения интерактивного обучения в образовательный процесс высшего педагогического образования, исходя из низкого уровня развития критического, творческого, продуктивного мышления и субъектного компонента личности будущего учителя, которые востребованы в быстро меняющемся обществе. Отмечена значимость интеракции как основы интерактивного обучения. Представлены условия эффективной реализации интерактивного обучения в малых группах как инновационной формы обучения. Отмечена важность развития адаптивных лидерских качеств у будущих педагогов в процессе интерактивного обучения. Раскрывается роль синергетического подхода как методологической основы интерактивного обучения.

Ключевые слова: правовое демократическое государство, гражданское общество, рыночные отношения, интерактивное обучение, инновационное обучение.