HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

MODERN PEDAGOGICAL APPROACHES TO IMPROVING SOCIAL COMMUNICATION COMPETENCE IN TOURISM ACTIVITIES

Abdullayeva Sevara Yuldashevna
Urgench State University
13:00:02 “Theory and Methodology of Education and Training” specialty
1st year basic doctoral student
Email: sevarayuldashevna411@gmail.com

Abstract. This article analyzes modern pedagogical approaches to improving social communication competence in tourism activities. The importance of effective communication in the tourism sector, factors for developing communicative relations between tourists and service personnel are highlighted. The role of the competency-based approach, interactive teaching methods, problem-based learning, project-based learning and the use of information and communication technologies in the formation of social communication competence is also revealed. The results of the study serve to increase the professional and communicative potential of students and practicing specialists studying in the field of tourism.

Keywords: Tourism, tourism activities, social communication competence, communicative competence, modern pedagogical approaches, competency-based education, interactive methods.

Annotatsiya. Ushbu maqolada turizm faoliyatida ijtimoiy kommunikatsiya kompetensiyasini oshirishning zamonaviy pedagogik yondashuvlari tahlil qilinadi. Turizm sohasida samarali muloqotning ahamiyati, sayyohlar va xizmat ko'rsatuvchi xodimlar o'rtasidagi kommunikativ munosabatlarni rivojlantirish omillari ta'kidlangan. Shuningdek, ijtimoiy kommunikatsiya kompetensiyasini shakllantirishda kompetensiyaga asoslangan yondashuv, interaktiv o'qitish usullari, muammoga asoslangan o'qitish, loyihaga asoslangan o'qitish va axborot-kommunikatsiya texnologiyalaridan foydalanishning roli ham ochib berilgan. Tadqiqot natijalari turizm sohasida tahsil olayotgan talabalar va amaliyotchi mutaxassislarning professional va kommunikativ salohiyatini oshirishga xizmat qiladi.

Kalit so'zlar: Turizm, turizm faoliyati, ijtimoiy kommunikatsiya kompetensiyasi, kommunikativ kompetensiya, zamonaviy pedagogik yondashuvlar, kompetensiyaga asoslangan ta'lim, interaktiv usullar.

Аннотация. В данной статье анализируются современные педагогические подходы к повышению компетентности в области социальной коммуникации в сфере туризма. Подчеркивается важность эффективной коммуникации в туристическом секторе, факторы развития коммуникативных отношений между туристами и обслуживающим персоналом. Также раскрывается роль компетентностного подхода, интерактивных методов обучения, проблемно-ориентированного обучения, проектного обучения и использования информационно-коммуникационных технологий в формировании компетентности в области социальной коммуникации. Результаты исследования служат для повышения профессионального и коммуникативного потенциала студентов и практикующих специалистов, обучающихся в сфере туризма.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Ключевые слова: Туризм, туристическая деятельность, компетентность в области социальной коммуникации, коммуникативная компетентность, современные педагогические подходы, компетентностное образование, интерактивные методы.

Introduction. In today's globalization environment, tourism is gaining special importance as one of the most rapidly developing sectors of the economy. The quality of tourist services is directly related not only to the level of material infrastructure and service, but also to the communicative and social competencies of specialists working in the tourism sector. Effective communication with tourists, understanding their needs, establishing interaction with representatives of different cultures, and constructively resolving conflict situations are important professional tasks of tourism specialists.

Training specialists based on a competency-based approach is considered one of the priority areas in the modern education system. This approach serves to form practical skills and qualifications in students along with theoretical knowledge. In particular, the development of social communication competencies of students studying in the field of tourism is an important factor in increasing the effectiveness of their future professional activities.

In this regard, the use of interactive educational technologies, project-based learning, case studies, problem-based learning, role-playing games, and digital learning tools allows students to strengthen their communicative activity, develop independent thinking, and form teamwork skills. These pedagogical approaches serve to effectively develop the components of social communication competence through student-centered organization of the educational process.

The purpose of this article is to scientifically and theoretically analyze modern pedagogical approaches to improving social communication competence in tourism activities and identify effective methods for their application in educational practice. The study also highlights the possibilities and advantages of innovative pedagogical technologies aimed at developing the communicative competence of tourism students.

Literature review. The issue of developing social communication competence in tourism is considered one of the important scientific directions in world and national pedagogy and tourism research. In modern research, communicative competence is recognized as one of the main factors determining the professional success of a specialist.

The theoretical foundations of the competency-based approach in world pedagogical science are covered in the studies of D. Raven[1], J. Delors[2], R. Boyatzis[3], S. Spencer and other scientists. D. Raven describes competence as a system of knowledge, skills, values and motives that allow a person to successfully carry out a certain activity. J. Delors put forward the principles of “learning to know”, “learning to work”, “learning to live together” and “learning to mature as a person” as the main goals of education, and these approaches constitute the methodological basis for the development of communicative competence.

The issues of forming communicative competence in the tourism sector have been studied by J. Tribe[4], C. Cooper[5], D. Airey, P. Robinson[6] and other researchers. In their scientific works, knowledge of foreign languages, intercultural dialogue, service ethics and effective communication with clients are considered important components of professional training for tourism specialists. In particular, the theory of intercultural communication is of great importance in developing social competencies of tourism workers working with representatives of different nationalities and cultures.

Modern pedagogical research emphasizes the effectiveness of interactive educational technologies, project-based learning, problem-based learning and digital learning tools in developing communicative competence. It is scientifically proven that the use of virtual educational environments

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

and information and communication technologies contributes to the development of students' communication, teamwork and independent decision-making skills.

In Uzbekistan, modernization of the education system and training of specialists based on a competency-based approach are also one of the priorities of state policy. The Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 “On the Development Strategy of New Uzbekistan for 2022–2026” sets out the tasks of developing human capital, improving the quality of education, and training specialists with modern professional competencies[10, 11].

Our country's scientists N. Muslimov[7], B. Khodjayev[8], U. Nishonaliyev, R. Ishmuhamedov[9], A. Abdukodirov and others have extensively studied the issues of a competency-based approach, innovative pedagogical technologies, and increasing the effectiveness of professional education. In their scientific works, theoretical and practical foundations have been developed for preparing students for independent thinking, a culture of communication, teamwork, and effective decision-making in professional situations.

The analyzed scientific sources show that the development of social communication competence in tourism activities is effectively implemented on the basis of a competency-based approach, interactive methods, digital educational technologies, and the integration of practical activities. At the same time, there remains a need for additional scientific research to improve modern pedagogical mechanisms aimed at developing the communicative competence of tourism students.

Research methodology. This study is aimed at identifying modern pedagogical approaches to improving social communication competence in tourism activities and assessing their effectiveness. The methodological basis of the study is the competency approach, person-oriented education, activity-based approach and communicative education theories. These approaches serve to form and develop professional and social competencies of future specialists working in the tourism sector.

A set of theoretical and empirical methods was used in the research process. As theoretical methods, the methods of analysis of scientific-pedagogical, psychological and methodological literature, study, comparison, generalization and systematization of regulatory and legal documents were used. In particular, domestic and foreign scientific sources on tourism education, communicative competence, social communication culture and modern pedagogical technologies were analyzed. Also, the laws of the Republic of Uzbekistan in the field of education and tourism, presidential decrees and government resolutions were studied, and the regulatory and legal basis of the study was determined.

Observation, interview, questionnaire and pedagogical experimental-testing were used as empirical research methods. During the study, the opinions of students and professors studying in the field of tourism on the development of social communication competence were studied. Based on the data obtained, the students' communicative activity, teamwork skills, ability to communicate in problem situations and the level of professional communication were analyzed.

The study studied the impact of interactive teaching methods, including "Brainstorming", "Case Study", "Discussion", "Role Playing", "Project Method" and "Work in Small Groups" technologies on social communication competence. Also, the possibilities of developing students' skills in a virtual communication environment, digital communication and intercultural cooperation through the use of information and communication technologies were analyzed.

In order to ensure the reliability of the research results, the collected data were processed using statistical and comparative analysis methods. The results obtained made it possible to determine the effectiveness of modern pedagogical approaches aimed at developing social communication competence in the tourism education system and to develop practical recommendations.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

This methodological approach served to achieve the research goal, identify factors for developing communicative competence of tourism students, and develop scientific foundations for introducing innovative pedagogical technologies into the educational process.

Results and Discussion. The research analyzed the effectiveness of modern pedagogical approaches in developing social communication competence of tourism students and specialists related to tourism service activities. As a result of the conducted theoretical and practical analyses, it was found that educational technologies based on interactive and competency-based approaches significantly increase students' communicative activity compared to traditional teaching methods.

The results of the study showed that for successful work in the tourism sector, not only professional knowledge and skills are important, but also the ability to communicate effectively, work in a team, manage conflict situations, and implement intercultural communication. It was confirmed that social communication competence is an integral part of professional competence, especially for specialists who directly communicate with tourists in the service process.

The use of interactive pedagogical methods, in particular, role-playing games, case studies, discussion, and project-based learning technologies, brought students closer to real professional situations. Through such methods, students developed the skills of analyzing problems that may arise in the process of providing tourist services, identifying the needs of tourists, choosing effective communication strategies, and making collective decisions. As a result, it was observed that the communicative activity of students, the level of free expression of their opinions, and the establishment of constructive relations with the interlocutor increased.

It was also found that the use of information and communication technologies serves to develop modern components of social communication competence. Online educational platforms, virtual seminars, video conferences, and digital collaboration tools have expanded students' opportunities for remote communication, working with foreign partners, and building intercultural communication experience. This is consistent with the new requirements for tourism professionals in the context of globalization.

As a result of the analysis, the main factors influencing the development of social communication competence were identified as the presence of a communicative environment, the abundance of practical training, the level of use of interactive methods, skills in working with digital technologies, and the level of knowledge of foreign languages. In particular, the active participation of students in the practice processes in tourism enterprises allowed them to integrate their theoretical knowledge with practical activities.

The results obtained showed that they are consistent with the theories of competency-based education put forward by world researchers. In particular, the competency-based approach considers readiness for practical activities to be a priority over theoretical knowledge in the training of a specialist. During the study, it was observed that pedagogical technologies focused on practical activities had the greatest impact on the development of students' social communication competence.

According to the results of the discussion, an effective model for the development of social communication competence in tourism education should consist of the following components: motivational and communicative preparation, an interactive learning environment, practical-oriented exercises, the use of digital communication tools, and educational content aimed at developing intercultural communication. The mutual integration of these components ensures the professional and personal development of future tourism specialists.

Thus, the results of the study showed that modern pedagogical approaches are an effective means of developing social communication competence in tourism activities. Interactive methods, a competency-based approach and the integrated use of information and communication technologies

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

serve to improve students' communicative culture, professional flexibility and the quality of service provision. The widespread introduction of these approaches into the practice of tourism education will allow training competitive, highly qualified and modern specialists.

Conclusion. This study analyzed modern pedagogical approaches to improving social communication competence in tourism activities from a scientific, theoretical and practical perspective. Based on the results of the studied scientific sources, regulatory and legal documents and pedagogical experiments, the following conclusions were drawn:

Firstly, social communication competence is one of the important factors determining the professional competence of specialists working in the tourism sector. This competence allows for effective communication with tourists, improving the quality of service, constructively resolving conflict situations and developing intercultural cooperation.

Secondly, it was found that the educational process organized on the basis of a competency-based approach is highly effective in developing students' communicative knowledge, skills and competencies. This approach serves to integrate the student's theoretical knowledge with practical activities.

Thirdly, interactive pedagogical technologies, including case studies, role-playing games, discussions, project methods and small group work methods, have a positive effect on increasing students' communicative activity, developing independent thinking and teamwork skills.

Fourthly, the use of information and communication technologies serves to form modern components of social communication competence. The digital learning environment expands students' opportunities to develop virtual communication, distance learning and international communication skills.

Fifthly, in developing social communication competence of students studying in the field of tourism, along with theoretical training, it is important to create a practice-oriented educational environment. Practical training and industrial practice enrich students' professional communicative experience.

The results of the study confirmed that the educational process organized on the basis of modern pedagogical approaches serves to develop the professional and social competencies of future tourism specialists and is an important factor in improving the quality of tourism services.

Recommendations:

1. It is advisable to include special modules and courses aimed at developing social communication competence in higher education programs in the field of tourism.
2. It is recommended to systematically use interactive pedagogical methods in the educational process, especially role-playing games, case studies and increasing the share of project-based learning technologies.
3. In order to bring students closer to the real tourist environment, it is necessary to expand the volume of practical training and internships in hotels, tourist companies and service enterprises.
4. It is necessary to develop criteria for assessing social communication competence and introduce them into the educational process.
5. It is advisable to expand the use of information and communication technologies, encourage the use of virtual trainings, online seminars and international educational platforms.
6. It is recommended to strengthen the preparation of tourism students in foreign languages and intercultural communication, and support their participation in international projects and academic exchange programs.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

7. It is necessary to regularly improve the skills of professors and teachers in the implementation of innovative pedagogical technologies aimed at developing communicative competence in tourism educational institutions.

The implementation of the above recommendations in practice will serve to develop the social communication competence of future tourism specialists, improve the quality of their professional training, and strengthen the competitiveness of the tourism sector of our country.

References

1. Raven J. Competence in Modern Society: Its Identification, Development and Release. – London: H.K. Lewis, 1984. – 251 p.
2. Delors J. Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century. – Paris: UNESCO Publishing, 1996. – 312 p.
3. Boyatzis R.E. The Competent Manager: A Model for Effective Performance. – New York: John Wiley & Sons, 1982. – 308 p.
4. Tribe J. The Economics of Recreation, Leisure and Tourism. – 5th ed. – Oxford: Butterworth-Heinemann, 2015. – 560 p.
5. Cooper C., Fletcher J., Fyall A., Gilbert D., Wanhill S. Tourism: Principles and Practice. – Harlow: Pearson Education, 2018. – 888 p.
6. Robinson P., Lück M., Smith S. Tourism. – Wallingford: CABI Publishing, 2020. – 412 p.
7. Muslimov N.A. Kasb ta'limi o'qituvchilarining kasbiy kompetentligini shakllantirish texnologiyasi. – Toshkent: Fan, 2013. – 320 b.
8. Xodjayev B.X. Umumiy pedagogika nazariyasi va amaliyoti. – Toshkent: Sano-standart, 2017. – 416 b.
9. Ishmuhamedov R.J. Innovatsion pedagogik texnologiyalar. – Toshkent: Fan va texnologiya, 2019. – 240 b.
10. O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF–60-son Farmoni. "2022–2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida".
11. O'zbekiston Respublikasi Qonuni. "Turizm to'g'risida". – Toshkent, 2019.