Research Article

DEVELOPMENT OF COMMUNICATIVE SKILLS OF STUDENTS IN THE FIELD OF TOURISM, THROUGH THE USE OF PROJECT TECHNOLOGY METHOD

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ABSTRACT

The use of project technology in the field of tourism is a hot topic today, so in the education of erudite, creative, highly cultural and responsible persons a great role is played by competent teaching. The use of project technology helps to instill these qualities in students and develop independent thinking, creativity, communication skills, which are very important qualities of future specialists in tourism.

KEYWORDS

Innovation, tourizm, project work, reflection, method, informational communicational technology, didactics, process, linguistics, iterative methods, internet resource.

INTRODUCTION

Tourism, as a developing area of human space in our country, is a branch of interethnic, intercultural and intercivilizational communication. Tourism is the most powerful factor in the diverse contacts of different cultures and the most common form of communication. Properly organized communication is impossible in the professional activities of a specialist in the field of tourism without the development of his

communicative competence . The ability to use pedagogical and psychological methods of influencing the listener, the ability to prevent and resolve conflict situations, creates a positive emotional background in the process of communication. A high level of communicative competence is a professionally important quality of graduates of higher educational institutions in the field of tourism, which ensures successful professional activities related to the construction of interpersonal communications.

The development of reforms in all areas in our country today largely depends on the spiritual image and personal development of future specialists trained in these areas, the implementation of which requires a deep understanding of democratic principles in human social relations. For future specialists in the field of tourism, social relations between people are of great importance.

In our developing society, much attention is paid to the training of highly qualified specialists. One of the important qualities of highly qualified specialists in the field of tourism is the culture of communication. Without an insufficiently developed culture of communication, it is difficult to fulfill the tasks in the field of tourism at the international level.

Communication is an essential condition for human life and activity. Through dialogue, people have the opportunity to work together to explore nature and meet their needs. The transfer of knowledge in the field of psychology of communication among young people, especially among future specialists in the field of tourism, increases their professional literacy, spiritual and moral education.

The problems associated with communication have become the subject of study in pedagogy, psychology, medicine, sociology and a number of areas in which scientific knowledge has been accumulated.

Communication today is a special need and an important condition for human life and activity. The application of knowledge in the field of psychology of communication will help to improve the professional literacy of future representatives of the tourism industry, as well as spiritual and moral education.

Literature analysis: A textbook called "Fundamentals of Tourism", created by I.S. Tukhliev, R. Khaitboev, B.Sh. Safarov, G.R. Tursunov[187] highlights issues related to the development of the historical foundations of tourism, the national model of tourism development, the international tourism market and trends in its improvement and it is considered to be the methodological basis for the innovative progress of the national market of tourism services, as well as one of the main allowances for training personnel in the field of tourism in the higher education system.

Issues such as marketing in tourism in Uzbekistan and its improvement in the global environment were resolved by highlighting the economic aspects of tourism by such scientists from Uzbekistan as M.Abdusalomova[15], M.T.Alimova[27], B.S.Berdiyorov[41], E.V. Golysheva[53], O.Kh. Dzhalilov[58], U.R. Matyakubov[118], A.N. Norchaev[134], Z.O. Rakhimov[149], S.S. .Ruziev[159], K.Kh.Abdurakhmanov[14].

They also widely covered such issues as: the development of the marketing process in international tourism, ways to increase the competitiveness of tourism services based on labor resources management, ecotourism and its role in the tourism services market of Uzbekistan, the application of the concept of destination management in the development of international tourism in Uzbekistan, directions and prospects for improving the efficiency of tourism, taking into account the needs.

T. Kaverina[78] conducted her research on the problems of accelerating the learning process through business games among lyceum students studying in the field of tourism, I.M. Asanova[31] created a pedagogical model for the development of primary vocational education in the field of tourism.

The study of the scientific, theoretical and methodological foundations for improving the skills and competence of teaching staff in the field of tourism and travel in the higher education system, as well as, improvment of the activities of tourism schools using business games, professional training of students for promotional activities, the development of environmental culture of future workers in the tourism industry , the formation of socio-psychological competence of tourism managers, the content of the methodological aspects of training for the development of regional tourist destinations were dealt with by V.P.Scaramanga[171], T.I.Galitskaya[53].

Improving the professional training of future specialists in the system of higher education, as a means of training tourism managers, the formation of a professional personality of tourism professionals in the process of training teachers, increasing the creative activity of students of tourism universities on the basis of modular educational technology, problems of identity, were studied in scientific research by E.V. Vakulich[47], M.A. Bulaeva[46], D.F. Lavrov[104], O.Yu. Mikhailova[121], S.V. Filippov[191].

Foreign scientists like Petrova Petia [218], Yi Sangchoul [229], Wang Yifong [227], Sorensen Matthew John [222] touched upon the issues of communicative tolerance, culture of speech, interpersonal trust as well as the problems of communicative tolerance in the field of tourism.

However, modern pedagogical conditions for the development of communication skills among students in the field of tourism on the basis of project educational technology have not been deeply studied by scientists, and scientific and methodological recommendations have not been developed. That is why the topic of the dissertation is defined as: "The development of communication skills among students in the field of tourism through the use of project technology".

Research methods. In the course of the study, methods of analyzing pedagogical, psychological literature and regulatory documents on education (GSO, charters, standard curricula and scientific programs) were used, and also in the course of experimental work, problematic case studies, project and situational roles, control, performing practical tasks, socio-pedagogical methods (observation, interviews, questionnaires, tests) were implemented. The information received was subjected to mathematical and statistical processing.

To find out the problems of developing communication skills among students in the field of tourism, a conversation was organized between student respondents. According to the content of this conversation, an open survey was conducted to determine the level of communication skills of students. The survey was conducted among students of the Samarkand Institute of Economics and Service, The Silk Road International University of Tourism and Cultural Heritage, Tashkent State University of Economics.

Questionnaire to determine the general level of communication. Questionnaire on the topic: "Do you know how to listen." This questionnaire was developed by V.F. Ryakhovsky[232] and is used to determine the general level of students' communicativeness.

Questionnaire "Do you know how to listen?". Write down which of the following situations that might

come up during a conversation might upset or offend you. It does not matter who your interlocutor is: a friend, colleague, boss or another person.

Questionnaire for the definition of communicative control. This questionnaire was developed by the American psychologist M. Snyder [233] and serves to study the level of development of a person's ability to exercise communicative control, that is, to show the necessary behavior depending on the situation when communicating.

M. Snyder points out [233] that people with a high level of communicative control are able to behave in a situation, control the expression of their emotions. However, it is difficult for them to behave naturally, they do not like such situations when the course of events is unpredictable. People with a low level of communicative control behave naturally and openly, but when the environment changes, it is difficult for them to adapt to the new situation.

Open questionnaires and questionnaires showed that students of the tourism sector have poorly developed communication skills, and which particular problematic aspects need to be paid attention to when implementing the program of experimental work and at subsequent stages.

We have developed the following communication criteria.

Table 1. Communication criteria

Motivational	Patriotism, teamwork skills
Didactic	Culture of speech (oral and written), knowledge of special types of tourism, skills in organizing excursion services
Active	Creativity, search data processing
Acmeological	Communicative, quick adaptation to the situation, independent thinking

Below are the results of a preliminary assessment, based on the tasks we developed using various pedagogical technologies, aimed at developing communication skills among students in the field of tourism.

This table shows that both selected groups have a low level of knowledge.

Universities	Communication criteria	Experimental group				Control group			
		Quantity	High	Medium	Low	Quantity	High	Medium	Low
			%	%	%		%	%	%
Samarkand Institute of Economics and Service	Motivational	48	8,33%	35,42%	56,25%	46	8,70%	34,78%	56,52%
	Didactic	48	10,42%	37,50%	52,08%	46	8,70%	41,30%	50,00%
	Active	48	10,42%	33,33%	56,25%	46	8,70%	36,96%	54,35%
	Acmeological	48	8,33%	39,58%	52,08%	46	10,87%	34,78%	54,35%
The Silk Road International University of Tourism and Cultural Heritage	Motivational	78	7,69%	28,21%	64,10%	80	8,75%	25,00%	66,25%
	Didactic	78	8,97%	29,49%	61,54%	80	7,50%	31,25%	61,25%
	Active	78	8,97%	26,92%	64,10%	80	8,75%	28,75%	62,50%
	Acmeological	78	7,69%	28,21%	64,10%	80	8,75%	27,50%	63,75%
Tashkent State University of Economics	Motivational	63	7,94%	30,16%	61,90%	68	8,82%	29,41%	61,76%
	Didactic	63	9,52%	31,75%	58,73%	68	10,29%	29,41%	60,29%
	Active	63	9,52%	28,57%	61,90%	68	7,35%	33,82%	58,82%
	Acmeological	63	7,94%	30,16%	61,90%	68	8,82%	27,94%	63,24%
Total	Motivational	189	7,94%	30,69%	61,38%	194	8,76%	28,87%	62,37%

Didactic	189	9,52%	32,28%	58,20%	194	8,76%	32,99%	58,25%
Active	189	9,52%	29,10%	61,38%	194	8,25%	32,47%	59,28%
Acmeological	189	7,94%	31,75%	60,32%	194	9,28%	29,38%	61,34%

Table 2. Indicators of assimilation by criteria at the initial stage

The development of communication skills among students in the field of tourism is a set of targeted actions in the service sector aimed at meeting the needs of the tourist, in accordance with the principles of tourism, the nature and direction of tourism services, efficiency in tourism products, general ethics and order.

To this end, based on the results of the initial stage, educational activities were carried out, students were given tasks using project technologies aimed at developing communication skills, experimental work was organized based on research ideas, and final assessment results were obtained.

According to these results, the degree of assimilation in the experimental groups for each of the criteria ranged from 12.5% to 24% for the high level, from 54% to 70.8% for the average level, and from 12.5 to 26.9% for the low level. level, and the indicators of the degree of assimilation in the control groups were lower, it turned out to be 2 times lower than at the high and medium levels, and 2 times higher at the lower levels.

It was determined that the indicators of communicative criteria, after the assignment of assignments for project work, aimed at developing communication skills in the educational process, have higher results than in the initial stages.

We provide a table that presents the overall final performance indicators in the experimental work.

Universities	Criteria	Experimental group				Control group			
		Quantity	High	Medium	Low	Quantity	High	Medium	Low
			5	4	3		5	4	3
Samarkand Institute of Economics and Service	Patriotism	48	9	32	7	46	5	13	28
	Independent Thinking	48	9	33	6	46	5	16	25
	Communicative	48	8	33	7	46	4	16	26
	Culture of speech (oral and written)	48	8	33	7	46	4	15	27
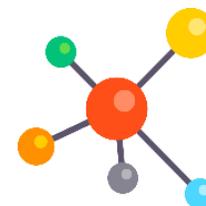
	Guided tour organization skills	48	10	30	8	46	4	17	25
	Knowledge of special types of tourism	48	9	31	8	46	4	15	27
	Quick adaptation to the situation	48	8	32	8	46	4	16	26
	Teamwork skills	48	8	33	7	46	5	13	28
	Creativity	48	6	33	9	46	4	13	29
	Data search and processing	48	7	34	7	46	5	12	29
The Silk Road International University of Tourism and Cultural Heritage	Patriotism	78	12	45	21	80	7	16	57
	Independent Thinking	78	13	48	17	80	8	17	55
	Communicative	78	14	46	18	80	7	20	53
	Culture of speech (oral and written)	78	13	47	18	80	7	19	54
	Guided tour organization skills	78	14	45	19	80	5	20	55
	Knowledge of special types of tourism	78	13	48	17	80	6	22	52
	Quick adaptation to the situation	78	14	46	18	80	7	20	53
	Teamwork skills	78	12	49	17	80	6	20	54
	Creativity	78	15	48	15	80	5	25	50
	Data search and processing	78	16	50	12	80	6	27	47
Tashkent State	Patriotism	63	15	35	13	68	7	20	41
	Independent Thinking	63	14	36	13	68	8	17	43
	Communicative	63	15	34	14	68	7	18	43
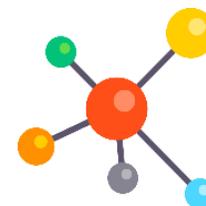
	Culture of speech (oral and written)	63	12	36	15	68	8	15	45
	Guided tour organization skills	63	14	35	14	68	6	20	42
	Knowledge of special types of tourism	63	12	36	15	68	7	17	44
	Quick adaptation to the situation	63	15	38	10	68	6	23	39
	Teamwork skills	63	13	36	14	68	7	18	43
	Creativity	63	14	37	12	68	6	20	42
	Data search and processing	63	15	35	13	68	6	20	42
Total	Patriotism	189	36	112	41	194	19	49	126
	Independent Thinking	189	36	117	36	194	21	50	123
	Communicative	189	37	113	39	194	18	54	122
	Culture of speech (oral and written)	189	33	116	40	194	19	49	126
	Guided tour organization skills	189	38	110	41	194	15	57	122
	Knowledge of special types of tourism	189	34	115	40	194	17	54	123
	Quick adaptation to the situation	189	37	116	36	194	17	59	118
	Teamwork skills	189	33	118	38	194	18	51	125
	Creativity	189	35	118	36	194	15	58	121
	Data search and processing	189	38	119	32	194	17	59	118

Table 3. Final Performance Indicators

According to the results of statistical calculations, the average values are different in each group, and the profitability indicators increased by 1.14 - 1.16 times by an average of 16% for each criterion, so that the confidence interval of the average values does not exceed one another. Taking into account the fact that the statistical value of the student is more than critical, the H1 hypothesis is accepted in all educational institutions, that is, the studies conducted in the experimental groups turned out to be higher than in the control groups.

Statistical indicators	1-Sample experimental groups	2-Sample control groups
Average assimilation value	$\bar{X} = \dfrac{\sum x_i m_j}{N}$	$\bar{Y} = \dfrac{\sum y_i m_j}{N}$
Here x $_i$and y$_i$are the types of knowledge levels for the first and second samples, which take 3-low, 4-medium and 5-high values, respectively. $_{mj\ is\ the}$ − number of iterations evaluation types in each sample.		
Efficiency factor	The ratio of the average value of the assimilation index in the experimental and control groups, i.e. $\eta = \dfrac{\bar{X}}{\bar{Y}}$	
Selection variance	$S_x^2 = \dfrac{1}{n-1}\sum_{i=1}^{K}(n_i \cdot (x_i - \bar{x})^2$	$S_y^2 = \dfrac{1}{n-1}\sum_{i=1}^{k}(n_i \cdot (y_i - \bar{y})^2$
where K is the number типов of assessment types. In our experiment, the evaluation types are K = 3, because they are divided into 3 types.		
Standard deviation	$S_x = \sqrt{S_x^2}$	$S_y = \sqrt{S_y^2}$
Indicators of variation	$\delta_x = \dfrac{S_x}{\bar{X}}$	$\delta_y = \dfrac{S_y}{\bar{Y}}$
Distrust	$\Delta_x = t_\gamma \cdot \dfrac{S_x}{\sqrt{n}}$	$\Delta_y = t_\gamma \cdot \dfrac{S_y}{\sqrt{n}}$
i gravity range:	$\bar{X} - t_{кр} \cdot \dfrac{S_x}{\sqrt{n}} \le a_x \le \bar{X} + t_{кр} \cdot \dfrac{S_x}{\sqrt{n}}$	$\bar{Y} - t_{кр} \cdot \dfrac{S_y}{\sqrt{n}} \le a_y \le \bar{Y} + t_{кр} \cdot \dfrac{S_y}{\sqrt{n}}$
where t is the probability of a normalized deviation based on p. For example, if we		

take p = 0.95, t = 1.96. The hypothesis of overlapping confidence intervals about the equality of means, $H_0 : a_T = a_H$ converse non-overlapping hypothesis (alternative) $H_1 : a_T \neq a_H$ Student's statistic by hypothesis $T = \dfrac{|\overline{X} - \overline{Y}|}{\sqrt{\dfrac{S_x^2}{N_x} + \dfrac{S_y^2}{N_y}}}$

The critical value t0.05 (K) is taken from Student's table,

where K is the degree of freedom of statistics and is calculated by the formula si .

$$K = \frac{\left(\dfrac{S_x^2}{N_x} + \dfrac{S_y^2}{N_y} \right)^2}{\dfrac{\left(\dfrac{S_x^2}{N_x} \right)^2}{N_x - 1} + \dfrac{\left(\dfrac{S_y^2}{N_y} \right)^2}{N_y - 1}}$$

An indicator of the quality of training that determines the effectiveness of experimental work	$K_{ycб} = \dfrac{\overline{X} - \Delta_x}{Y + \Delta_y}$ a quality score has been obtained and is considered effective if $K_{usb} > 1$
Student knowledge assessment indicator	$K_{бдб} = (\overline{X} - \Delta_x) - (Y - \Delta_y)$ using the formula, K is considered effective if $_{bdb} > 0$

Table 4. H1 hypothesis

CONCLUSION

The development of communication skills among students of a tourist destination requires that they have a clear idea of a profession related to the field of tourism. We used pedagogical and psychosocial criteria for the development of communication skills among students of the tourist direction.

Psychological criteria are manifested in the results of students' awareness of their ideas about communication, in their ideas about motivational, didactic, activity, acmealogical communication. Educational work is needed, through the use of project assignments, aimed at developing communication skills among students of the tourist direction, such as

patriotism, organization of thinking, culture of speech, skills in organizing excursion services, knowledge of special types of tourism, the ability to quickly adapt to the situation in the process of communication, the ability to search and information processing, as well as creative and teamwork skills.

It has been established that the indicator of the criterion of sociability in the educational process, aimed at developing communication skills through the use of project tasks, also has higher indicators compared to the initial results. The effectiveness of the study is also evidenced by the fact that the indicators for assessing the quality of education in research work are greater than one, and the indicators for assessing students' knowledge are greater than zero.

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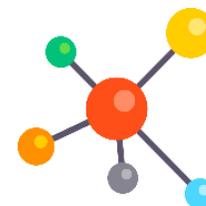
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