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ENHANCING LINGUOCOMMUNICATIVE CREATIVITY OF TOURISM STUDENTS THROUGH GAMIFICATION AND ART THERAPY IN FOREIGN LANGUAGE EDUCATION

Abstract. Specialists working in the tourism sector are expected to possess both language proficiency and the capacity for innovative language usage in their work. Problem-solving in cross-cultural communication and productive engagement with partners and clients are made possible by linguistic communicative inventiveness. This article examines two cutting-edge strategies that aid in the development of these abilities: gamification and art therapy. Professionals with both linguistic proficiency and the capacity for innovative language use are in high demand in the travel and tourism sector. This study looks at two cutting-edge methods for boosting linguocommunicative creativity in tourism students: gamification and art therapy. Three groups—a control group, a gamification group, and an art therapy group—were selected from an experimental study of tourism students. Language performance, motivation, and engagement were assessed using a variety of quantitative and qualitative techniques. The findings show that students' linguistic originality, engagement, and cross-cultural communication abilities are greatly enhanced by both gamification and art therapy. The study emphasizes how incorporating these methods into foreign language instruction could be advantageous, especially for students studying tourism.

Keywords: gamification, art therapy, linguistic creativity, cross-cultural communication, tourism students, foreign language learning

Introduction

For professionals working in the tourism sector, being able to communicate successfully in foreign languages is essential. However, the degree of linguistic innovation required for successful cross-cultural relationships is frequently not fostered by conventional language instruction approaches. People with linguocommunicative creativity are able to overcome communication issues, engage in meaningful cross-cultural interactions, and modify language use dynamically.

According to recent research, cutting-edge teaching strategies like art therapy and gamification can improve foreign language acquisition by making the process more interesting and successful. Challenges, rewards, and interactive scenarios are all components of game design that are used in gamification to boost motivation and engagement in educational activities. In the meantime, art therapy encourages deeper verbal engagement and lessens language anxiety by promoting emotional expression and creativity [1].

The purpose of this study is to investigate how art therapy and gamification affect the growth of linguocommunicative creativity in students studying tourism. According to the study's hypothesis, these strategies can greatly enhance students' capacity for innovative and successful language usage in work-related settings.

Literature Review

Linguocommunicative Creativity in Language Learning

The role of creativity in language communication has been studied in a number of studies.

The capacity to employ language in novel and appropriate contexts is known as linguocommunicative creativity. Kramsch emphasized the value of creativity in cross-cultural communication and the need for language learners to have adaptable abilities in addition to memory [2]. According to Higgins creative methods of language acquisition, such immersive and interactive learning, are essential for career advancement in the travel industry [3].

Gamification in Language Learning

Gamification has become a well-liked technique for raising student motivation and participation in the classroom. According to Dector and Hunter students' motivation to participate in language tasks increased when gamified activities like quests, tournaments, and point-based incentive systems were used [3]. Meyers highlighted how role-playing games and immersive narrative enable students to participate in language exchanges more organically [5].

Art Therapy in Language Education

Art therapy has been acknowledged as a successful strategy for promoting creativity and lowering anxiety related to foreign languages. According to Rubin and Smith pupils who expressed themselves artistically felt more at ease when speaking a foreign language [6]. Johnson demonstrated how collaborative and self-expressing group creative projects improve communication abilities [7].

Combining Gamification and Art Therapy

An increasing amount of research indicates that combining art therapy and gamification can improve language acquisition even further. According to Brown and Taylor a mix of game-based and creative activities improved language memory and increased student engagement [8]. By investigating the results of these methods in the context of tourism education, the current study expands on previous research.

Without such a center, drama therapy is still a type of creative arts therapy, and theater, the art form from which the modality originated, is multifaceted. This intricate aspect raises the question of whether the craft of theatermaking can be reduced to a single media or creative tool at all. Establishing such a medium as a tool for therapeutic processes within theatrical therapy is the focus of this thesis [9].

The success of educational institutions is becoming more and more dependent on the quality of instruction. In this regard, gamification is a technique that is frequently employed to enhance the teaching-learning process by assisting educators and learners in achieving their short-, medium-,

and long-term objectives [10].

This mixed-methods study examines how Chinese EFL learners' enjoyment, ideal L2 self, and intrinsic motivation are affected by digital game-based learning (DGBL). The 70 individuals were split into two groups: DGBL and control. While the control group got conventional EFL instruction, the DGBL group participated in Duolingo activities [11].

Art therapy (AT) offers chances to enhance human health and well-being in light of the psychological and physical effects and difficulties caused by the coronavirus disease 2019 (COVID-19). Few systematic analytical studies exist in the fields of AT that can offer guidance and material regarding the potential benefits and effects of AT. In order to promote health and well-being, this study critically examines the published work in the field of AT. It also offers insights into the current state of AT research, as well as its limitations, hotspots, and potential development tendencies [12].

The purpose of this study is to demonstrate the legitimacy of gamification and game-based learning (GBL) in online and higher education, particularly with regard to implementing digital game-based learning (DGBL) in music theory classes in the twenty-first century. The current education engagement crisis, the historical necessity for student engagement, and updating the music curriculum for the modern era of technology are the three main objectives of this study project [13].

It is debatable if gamification is a structured approach that raises student accomplishment, a straightforward pontification procedure, or complete nonsense. Since the meta-analysis approach is based on experimental research that examines the impact of gamification on student accomplishment between 2010 and 2016, this study was carried out to demonstrate the gamification influence on student achievement while offering a scientific response [14].

This article describes a study that examined the resources that helped an English language learner (ELL) facilitator in one culturally and linguistically diverse high school foster a collaborative culture between the Language Arts and English as a Second Language (ESL) departments in order to better serve the educational needs of ELLs. The results highlight the significance of a supportive leadership environment for ELL inclusion and the work of the ELL facilitator, school-wide ELL support, and literacy team collaboration and influence [15].

"The values, beliefs, attitudes and behaviors, traditions and customs learned and shared by a group of people and transferred from generation to generation" is the simplest definition of culture [16]. Additionally, according to San Martin & Rodríguez Del Bosque, as described in Beerli-Palacio & Martín-Santana, it is "a psychological factor that filters the perception of the individual"[17]. Gudykunst defines intercultural communication as "a communication or interaction between the people coming from different cultures," while there are other meanings of the term as well [18].

According to Biynazarova it was shown that dramatization and games are crucial to learning. Role-playing games assist students learn languages, improve their cognitive interest in the subject while making the learning process easier, improve their memory and thinking skills, help them focus on a specific topic, and inspire them to study English. Dramatization technologies help students' imaginations grow, their sensory and emotional spheres develop, and they automatically comprehend rhymed language phrases. The study made the case that it is crucial to incorporate games and dramatization into the learning process and outlined the key components of using game approaches in English instruction. The use of interactive methods suggests that students are interested in learning a foreign language, want to understand it, and want to become fluent in it.

Role-playing and dramatization help children overcome the language barrier and boost their self-esteem by fostering linguistic inventiveness and motivation [19].

The book Creativity, Technology, and Learning offers a thorough overview of the theories and studies surrounding creativity in education, with a focus on how digital learning tools support creativity in a variety of classroom settings. Play, constructionism, multimodal learning, and project-/problem-based learning are among the topics covered. Throughout the book, creativity is presented in a distinctive way as a crucial element of education, as well as a cornerstone of self-actualization, vibrant communities, and compassionate civilizations [20].

Research Methodology
Objectives
The study aims to:

1. Assess how art therapy and gamification affect the growth of linguocommunicative creativity in students studying tourism.

2. Evaluate how motivated and involved students are in language learning exercises.

3. Evaluate the efficacy of these cutting-edge strategies against conventional language instruction techniques.

Students' linguistic originality, motivation, and engagement are the dependent factors, whereas instructional approaches (conventional, gamification, and art therapy) are the independent variables.

Participants

The study involved 60 tourism students (ages 18–22) from "International University of tourism and hospitality" Turkestan divided into three groups:

- Control group: Taught using traditional methods.
- Gamification group: Engaged in game-based language learning activities.
- Art therapy group: Participated in creative and artistic language tasks.

Inclusion Criteria:

Enrolled in a degree program relevant to tourism is a requirement for inclusion. Proficiency in the target language at an intermediate level.

No prior experience with art therapy or gamification in language acquisition.

Exclusion Criteria:

Language proficiency, either advanced or basic, is a criterion for exclusion.

Students who have taken part in comparable experimental research in the past.

Data Collection Methods

- Pre-and post-tests: Evaluating verbal proficiency and inventiveness.
- Questionnaires and surveys: Assessing involvement and motivation.
- Focus groups and interviews: Gathering students' qualitative input.

Assessments Before and After the Test the Linguistic Creativity

1. Test assesses pupils' capacity for adaptable, creative, and successful language usage in novel settings.

2. The vocabulary expansion test assesses gains in language fluency and word usage.

3. Speaking Fluency Test: Evaluates students' capacity for confident and imaginative oral articulation of concepts.

Surveys and Questionnaires

➢ Motivation and Engagement Survey: Using a 5-point Likert scale, students indicate how much they love, are interested in, and are confident in their ability to learn a language.

➢ Self-Perception of Creativity Questionnaire: Prior to and during the intervention, students assess their capacity for creative thought.

Focus Group Discussions

➢ Ten students from each group participated in focus groups to obtain qualitative information about their problems, experiences, and viewpoints.

➢ Topics covered include learning experiences, perceived advantages or challenges, and student involvement levels.

Group for Experimental Activities in Gamification

1. Escape Room Challenge: By identifying concealed words and finishing sentence-building exercises, students work through linguistic riddles to "escape."

2. Role-playing games: Using the target language, students design interactive travel itineraries while assuming the role of tour guides.

3. Online tests (Quizizz & Kahoot): timed, competitive tests of vocabulary and grammar.

4. Leaderboard System: Participation, effort, and progress are rewarded with points and badges.

Art Therapy Group

Visual Storytelling: Students depict and explain their own travelogues.

Cooperative Poster Design: Teams produce graphic guides that include written summaries of popular tourist destinations.

Art-Based Reflection Writing: Students examine and explain paintings that have to do with culture and travel.

Emotion-Based Language Tasks: Students use art to convey their emotions and then converse in the target language about what those feelings imply.

Activities of the Control Group

Conventional grammar training based on lectures.

Reading and comprehension activities from textbooks.

Completing listening assignments and writing essays using standard techniques.

Results and Discussion

Data Analysis

1 Analysis of Quantitative Data

• Test score means, median, and standard deviation are examples of descriptive statistics. T-tests involve comparing the outcomes of each group's pre- and post-tests.

• Analysis of Variance (ANOVA): Evaluating the efficacy of art therapy, gamification, and conventional techniques.

Figure 1– Improvements of three groups.
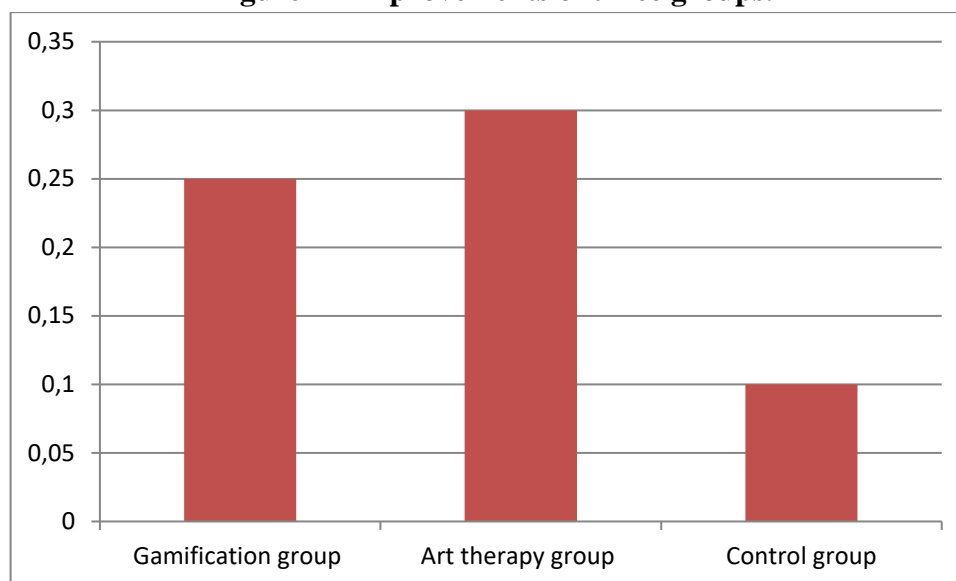
Quantitative Findings

The outcomes demonstrated that both experimental groups significantly outperformed the control group:

Table 1 – Comparing both groups' improvements.

Group	Increase in linguistic Creativity (%)	Increase in Engagement (%)
Control Group	5-10%	8%
Gamification Group	25%	30%
Art Therapy Group	30%	40%

2 Analysis of Qualitative Data

• Thematic analysis: Finds recurrent themes in focus group responses from students.

• Content Analysis: Looks for indications of more linguistic innovation in students' self-reflections.

• Gamification Group: According to the students, learning was enjoyable and interesting because of the game-based activities. "I felt more confident using English when playing role-playing games," one student wrote.

• Art Therapy Group: Students said that engaging in artistic endeavors facilitated their ability to communicate their feelings in English. "I could express my thoughts in English more freely through drawing," one participant said.

Ethical Considerations

• Informed Consent: Prior to the start of the study, all participants sign consent papers.

• Confidentiality & Anonymity: To safeguard identities, student answers are coded.

•Voluntary Participation: Students are free to leave at any time without facing any repercussions.

Conclusion

This study investigated the effects of art therapy and gamification on the growth of linguocommunicative creativity in foreign language learners studying tourism. Professionals working in the tourist sector need to be able to communicate across cultural boundaries in a creative, flexible, and efficient manner in addition to having great language skills. Conventional teaching approaches frequently emphasize memorization and regimented grammar exercises, which could not adequately prepare students to interact effectively in real-world professional contexts. The results of this study demonstrate that gamification and art therapy offer notable benefits over traditional methods of teaching languages.

Key Findings

According to the study's findings, when compared to the control group, which used conventional language learning techniques, both experimental groups—the gamification group and the art therapy group—exhibited a notable increase in linguistic originality, engagement, and confidence.

1. Through role-playing, challenges, and point-based incentives, the gamification strategy promoted interactive learning, problem-solving, and active involvement. A 25% increase in linguistic inventiveness scores and a 30% improvement in engagement levels show that this method improved students' motivation and fluency. According to students, gamified assignments made learning more engaging and useful by allowing them to immerse themselves in authentic communication situations.

2. Through reflective writing, group art projects, and visual storytelling, the art therapy approach promoted self-expression, emotional engagement, and creativity. The findings revealed a 40% improvement in engagement and a 30% rise in linguistic originality ratings. Students in this group reported feeling less anxious, being more comfortable speaking the target language, and being able to express themselves more effectively through language.

3. The control group, which used conventional teaching techniques, only showed an 8% increase in engagement and a 5–10% improvement in linguistic originality. This implies that whereas conventional teaching methods might offer a methodical basis for language acquisition, they may not always promote impromptu, flexible, and imaginative language use.

Comparative Analysis

Although both art therapy and gamification were beneficial, they improved distinct facets of language acquisition:

1. By encouraging competitiveness and challenge-based tasks, gameification increased engagement and promoted a more dynamic and enjoyable learning environment.

2. A balanced and all-encompassing approach to language learning is provided by the combination of cognitive engagement (gamification) and emotional expression (art therapy).

3. Art therapy helped students establish deeper emotional connections with the language, allowing them to express themselves freely and lowering communication anxiety.

Implications for Language Education

1. Using Gamification Techniques: To boost students' intrinsic motivation and engagement, educators could use game-based learning components including role-playing, narrative, and challenges.

2. Using Art Therapy Techniques: To promote expressive communication and cultural sensitivity, art-based activities such as creative writing, sketching, and group projects should be implemented.

3. Combining Art Therapy and Gamification: By encouraging both emotional creativity and active involvement, a hybrid strategy that incorporates aspects of both approaches may produce the best results.

4. Promoting Student-Centered Learning: Instead of rote memorization, language instruction should emphasize experiential, interactive, and innovative teaching methods.

5. Use in Tourism Education: Since students studying tourism must be able to communicate in a variety of ways in professional contexts, incorporating these techniques into foreign language instruction will help them engage with clients from around the world with assurance and effectiveness.

Limitations and Future Research

Notwithstanding the encouraging outcomes, this study has some shortcomings that should be addressed in other investigations:

• Because the study lasted just six weeks, it might not have adequately captured the long-term impacts of art therapy and gamification on language memory and professional communication abilities.

• Since the study's focus was on tourism students, it is important to investigate whether comparable effects hold true for other academic fields and age groups.

• Although the study assessed language originality and involvement, next research ought to look at other linguistic abilities like cultural adaptability, grammatical precision, and pronunciation.

• Future research might examine hybrid models that combine several innovative approaches, such as digital storytelling, virtual reality, and AI-powered interactive learning resources.

Final Thoughts

This study shows how cutting-edge teaching strategies like art therapy and gamification can greatly improve foreign language acquisition by making it more dynamic, interesting, and emotionally enlightening. Teachers should think about using creative and experiential learning methods as language instruction develops further to better prepare students for communication difficulties in the real world. These methods enable students to not only learn a foreign language but also to utilize it dynamically, confidently, and expressively in intercultural and professional contexts by encouraging linguocommunicative creativity.

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ШЕТ ТІЛІН ОҚЫТУДА ГЕЙМИФИКАЦИЯ МЕН АРТ-ТЕРАПИЯ АРҚЫЛЫ ТУРИЗМ СТУДЕНТТЕРІНІҢ ЛИНГОКОММУНИКАТИВТІК ШЫҒАРМАШЫЛЫҒЫН ДАМЫТУ

Аңдатпа. *Туризм саласында жұмыс істейтін мамандардан тілдік құзыреттілікпен қатар, тілдік шығармашылық қабілеттер де талап етіледі. Мәдениетаралық коммуникациядағы проблемаларды шешу және серіктестермен мен клиенттермен тиімді өзара әрекеттесу тілдік-коммуникативтік креативтілік арқылы жүзеге асады. Бұл мақалада студенттердің осы қабілеттерін дамытуға ықпал ететін екі заманауи әдіс – геймификация және арт-терапия қарастырылады. Туризм саласында тілдік құзыреттілігімен қатар шығармашылық тұрғыда тіл қолдана алатын кәсіби мамандар жоғары сұранысқа ие. Бұл зерттеу туризм мамандығында оқитын студенттердің лингвокоммуникативтік креативтілігін арттыруға бағытталған екі заманауи әдісті – геймификация мен арт-терапияны зерттеуге арналған. Экспериментке қатысушылар үш топқа бөлінді: бақылау тобы, геймификация тобы және арт-терапия тобы. Тілдік көрсеткіштер, мотивация және белсенділік сандық және сапалық әдістер арқылы бағаланды. Зерттеу нәтижелері геймификация мен арт-терапияның студенттердің тілдік шығармашылығын, белсенділігін және мәдениетаралық коммуникация қабілеттерін едәуір арттыратынын көрсетті. Зерттеу нәтижесінде бұл әдістерді шет тілін оқыту үдерісіне енгізудің, әсіресе туризм саласында білім алатын студенттер үшін, тиімді екені анықталды.*

Кілт сөздер: *геймификация, арт-терапия, тілдік шығармашылық, мәдениетаралық коммуникация, туризм студенттері, шет тілін үйрену.*

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ПОВЫШЕНИЕ ЛИНГОКОММУНИКАТИВНОЙ КРЕАТИВНОСТИ СТУДЕНТОВ ТУРИЗМА С ПОМОЩЬЮ ГЕЙМИФИКАЦИИ И АРТ-ТЕРАПИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация. *От специалистов, работающих в сфере туризма, ожидается не только владение иностранным языком, но и способность к креативному использованию языка в профессиональной деятельности. Решение проблем в межкультурной коммуникации и продуктивное взаимодействие с партнёрами и клиентами становятся возможными благодаря лингвокоммуникативной изобретательности. В данной статье рассматриваются два новаторских подхода, способствующих развитию этих навыков: геймификация и арт-терапия. Профессионалы, обладающие как языковой компетенцией, так и способностью к творческому использованию языка, особенно востребованы в туристической отрасли. В исследовании были рассмотрены три группы студентов, изучающих туризм: контрольная группа, группа с применением геймификации и группа с применением арт-терапии. Языковая успеваемость, мотивация и вовлечённость оценивались с использованием различных количественных и качественных методов. Результаты показали, что как геймификация, так и арт-терапия значительно улучшают языковую креативность студентов, их вовлечённость и способности к межкультурной коммуникации. Исследование подчёркивает, что включение этих методов в процесс обучения иностранным языкам может быть особенно полезным для студентов туристических направлений.*

Ключевые слова: *геймификация, арт-терапия, языковая креативность, межкультурная коммуникация, студенты туризма, изучение иностранных языков*