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A CONCEPTUAL FRAMEWORK FOR DEVELOPING A DIGITAL LANGUAGE LEARNING PLATFORM FOR TOURISM STUDENTS

Abstract. Professional communication in the tourism industry requires more than general foreign language proficiency; it also involves the ability to perform communicative tasks in authentic tourism and hospitality service situations. Accordingly, there is a need to design digital language learning environments for tourism students that integrate professional needs, domain-specific content, scenario-based tasks, and competency assessment. This study aims to develop an integrative conceptual model for a digital language learning platform designed to enhance the professional communicative competence of tourism students. The study employs a theoretical-conceptual research design and draws on a thematic and comparative analysis of literature on English for Specific Purposes (ESP), professional communication in tourism, intercultural competence, digital and technology-enhanced language learning, task-based language teaching, and language assessment. The theoretical synthesis identified a set of professional language competencies and six content modules: hotel communication, travel agency communication, tour guiding, restaurant and hospitality services, tourist complaint handling, and intercultural communication. The main outcome of the study is an integrative model structured around the sequence of industry needs → professional communicative competencies → ESP content → professional scenario-based tasks → digital interaction → feedback → competency assessment. A distinctive feature of the model is that digital tools are conceptualized not as stand-alone technological components but as elements of a pedagogical environment connecting professional tasks, language use, feedback, and assessment. As the study is theoretical in nature, no technical prototype was developed and the effectiveness of the proposed model was not empirically tested. The framework may provide a theoretical basis for the subsequent development of a digital platform and its empirical validation through pilot studies.

Keywords: digital language learning, tourism education, English for Specific Purposes, professional communication, digital platform, task-based language teaching, intercultural communication, conceptual framework, tourism students.

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Introduction

Relevance of the Research Problem

Tourism is an industry in which a substantial proportion of professional activities is performed through direct communication. Hotel employees welcome guests and explain accommodation conditions; travel agents identify clients' needs and compare alternative destinations; tour guides provide information about attractions and respond to visitors' questions; restaurant employees explain menu items and dietary options; and when service-related problems arise, tourism professionals are expected to listen to complaints and propose appropriate solutions. Consequently, the language competence of a tourism professional cannot be reduced to knowledge of vocabulary and grammatical structures. It also involves the ability to use linguistic resources appropriately in the performance of professional tasks [1].

Another distinctive characteristic of communication in tourism and hospitality is the frequent use of English as a means of interaction among speakers from different linguistic and cultural backgrounds. Research on authentic hospitality and tourism service encounters has demonstrated the importance of strategies such as clarification, reformulation, and explicit meaning negotiation for preventing misunderstandings [11]. Professional language education should therefore develop not only the ability to produce linguistically correct utterances but also the ability to clarify meaning, identify clients' needs, negotiate solutions, and communicate in a culturally appropriate manner.

This requirement is closely associated with the principles of English for Specific Purposes (ESP). One of the central principles of ESP is that instructional content should correspond to the communicative tasks that learners are expected to perform in their future professional contexts [4, 5]. Recent research continues to support this principle. For example, needs-analysis research among hospitality employees indicates that English language instruction should be aligned with authentic workplace situations and different stages of the service process [12].

At the same time, the digital transformation of tourism has changed the communicative environment in which tourism professionals operate. Booking, information search, customer correspondence, online consultation, and service evaluation increasingly take place in digital environments. These developments suggest that language education should extend beyond conventional classroom dialogues and incorporate digital and multimodal forms of communication.

The Common European Framework of Reference for Languages: Companion Volume expands the conceptualization of language competence by emphasizing online interaction, mediation, plurilingual competence, and pluricultural competence [9]. From this perspective, a digital language learning platform should not be viewed simply as a collection of technological functions. Rather, it should constitute an educational environment in which students perform meaningful communicative actions.

Research Problem and Research Gap

English language education for tourism students has been addressed in previous research. Existing studies have examined the professional language needs of tourism and hospitality students [6, 8], intercultural communicative competence [13], workplace language requirements in hospitality settings [12], and the development of electronic learning materials specifically adapted to tourism education [7].

It would therefore be inaccurate to claim that digital language learning for tourism has not previously been investigated.

Nevertheless, individual studies tend to focus on particular components of the broader problem. Some concentrate on needs analysis, others on instructional materials, technological tools, or specific

language skills. There remains a need to conceptualize the entire design process as an interconnected cycle extending from the identification of tourism-specific language needs to the selection of instructional content, transformation of professional situations into learning tasks, organization of digital interaction and feedback, and assessment of professional communicative performance.

The conceptual problem addressed in this study is therefore how tourism-related language needs, ESP principles, task-based language teaching, digital interaction, feedback, and the assessment of professional communicative competence can be integrated within a single coherent framework for platform design.

The scientific contribution of the study does not lie in proposing an entirely new pedagogical theory. Rather, it lies in synthesizing theoretically related components from several established research traditions into a coherent design logic for a digital language learning platform for tourism students. Within this framework, technology is not treated as the starting point of instructional design but as an environment for implementing learning activities derived from professional needs.

The aim of the study is to develop an integrative conceptual framework for a digital language learning platform designed to enhance tourism students' professional communicative competence.

The study addresses the following research questions:

1. What language and communicative competencies correspond to the future professional activities of tourism students?
2. How can the principles of ESP, task-based language teaching, and digital language learning be integrated within the context of tourism education?
3. How can professional communicative situations be transformed into learning modules within a digital platform?
4. How should learning activities, feedback, and competency assessment be interconnected within the platform?

Literature Review and Theoretical Background

Professional Language Competence in Tourism

Communication in tourism involves considerably more than the transmission of information. Tourism professionals must identify clients' needs, select relevant information, explain available options, respond to questions, and resolve service-related problems.

Blue and Harun [1] conceptualize hospitality language as an integral professional skill. Subsequent studies have similarly emphasized the need to align English language instruction in tourism and hospitality with authentic workplace communication requirements [6, 8, 12].

Research on professional competencies in tourism also indicates that employers value interpersonal and transferable skills alongside language abilities [14]. A digital language learning platform should therefore assess not only grammatical accuracy but also students' ability to accomplish professional tasks through communication.

Intercultural communicative competence constitutes another important component of tourism communication. A needs-analysis study involving undergraduate tourism students demonstrated learners' interest in authentic materials and real-life experiences as part of intercultural learning [13]. Intercultural communication should therefore be regarded not as an optional supplementary topic but as an integral component of professional language education.

ESP and Needs Analysis

Within ESP theory, the identification of the purposes for which learners will use a language constitutes a fundamental stage of course design [4, 5].

In tourism education, this principle requires a shift from the question “What vocabulary should students know?” to the more professionally oriented question “What actions should students be able to perform through language in their future workplace?”

Knowledge of terms such as reservation, check-in, cancellation policy, and guided tour, for example, does not by itself constitute professional communicative competence. Students should be able to explain booking conditions, clarify clients’ requirements, compare available options, and propose alternatives when circumstances change.

Recent needs-analysis research in hospitality contexts similarly emphasizes the importance of aligning instructional content with actual service sequences and authentic workplace communicative situations [12]. For this reason, needs analysis is positioned as the first stage of the proposed platform design process.

Task-Based and Scenario-Based Language Learning

In Task-Based Language Teaching (TBLT), language is used as a resource for achieving a meaningful communicative outcome [10].

The professional nature of tourism makes this approach particularly relevant because tourism work consists of identifiable communicative tasks, including:

- checking guests in and out;
- explaining itineraries;
- recommending tourism products;
- explaining menu items;
- responding to complaints;
- presenting tourist attractions;
- negotiating solutions with customers.

When learning activities are organized as pedagogical representations of such professional actions, students use vocabulary and grammatical resources to accomplish meaningful outcomes rather than practising them in isolation.

For example, instead of completing a conventional exercise on “hotel vocabulary,” students may be presented with a situation in which the room originally booked by a guest is unavailable. The student must propose an alternative room, explain the differences between the options, and obtain the guest’s agreement.

Language use is thus integrated with professional problem solving.

Digital and Technology-Enhanced Language Learning

Digital technologies make it possible to integrate text, audio, video, interactive tasks, learner-generated responses, and feedback within a single learning environment [3].

The expanded CEFR framework conceptualizes online communication as a distinct form of social interaction and emphasizes the multimodal nature of synchronous and asynchronous communication in digital environments [9].

In recent years, the use of artificial intelligence and conversational AI in language education has also received increasing scholarly attention. Research suggests that AI-based tools may provide opportunities for interaction, personalized feedback, and speaking practice [15–18]. At the same time, these studies indicate that the presence of technology alone does not guarantee meaningful learning outcomes. Its educational value depends on pedagogical design, the quality of tasks, and the nature of feedback.

The framework proposed in this study is therefore not dependent on any particular AI technology. Instead, it follows the principle that digital functionality should be derived from

pedagogical objectives:

learning outcome → professional task → language activity → digital functionality
rather than the reverse.

Materials and Methods

Research Design

The study employed a theoretical-conceptual research design. Its purpose was not to measure the effectiveness of an existing digital platform experimentally but to construct a theoretically grounded pedagogical architecture for a future platform.

No primary empirical data were collected from students, and no questionnaire, interview, or experimental intervention was conducted as part of the present study.

Methodologically, the study was based on an integrative conceptual synthesis, allowing concepts and findings from several theoretical traditions to be brought together around a common research problem.

Literature Search Strategy

Relevant literature was identified through Google Scholar, ERIC, academic journal platforms, and publishers' electronic databases. Priority was given to scholarly publications with identifiable bibliographic information and, where applicable, verifiable DOI records.

The search was guided by the following keywords and combinations:

“English for tourism,” “tourism students English needs,” “ESP tourism,” “hospitality English needs analysis,” “professional communication tourism,” “intercultural competence tourism students,” “digital language learning,” “technology-enhanced language learning,” “task-based language teaching,” “online interaction language learning,” and “AI-assisted language learning.”

In addition to foundational theoretical works, particular attention was paid to contemporary research published between 2020 and 2026.

Literature Selection Criteria

Publications included in the conceptual synthesis were required to address at least one of the following dimensions:

1. ESP and professional language needs;
2. communicative tasks in tourism or hospitality settings;
3. language or intercultural needs of tourism students;
4. theoretical principles of task-based language teaching;
5. digital or technology-enhanced language learning;
6. online interaction, mediation, or digital feedback;
7. theoretical justification for at least one component of the proposed framework.

General materials unrelated to tourism or language education and sources lacking identifiable authorship or publication information were not treated as part of the principal theoretical evidence base.

The study was not designed as a systematic review following the PRISMA protocol. Consequently, the total number of retrieved records, duplicate-removal procedures, and a quantitative screening flow are not reported.

Analytical Procedure

The theoretical material was analysed in five stages.

Stage 1 – Identification of professional needs.

The principal communicative actions and workplace situations characteristic of tourism services were

identified.

Stage 2 – Categorization of competencies.

Language and professional actions identified in the literature were grouped into speaking, listening, professional vocabulary, written communication, intercultural communication, mediation, and problem-solving communication.

Stage 3 – Grouping professional situations into modules.

Functionally related workplace activities were organized into six content modules.

Stage 4 – Alignment of pedagogical components.

ESP, TBLT, digital interaction, and formative feedback principles were aligned with the learning activities within each module.

Stage 5 – Development of the conceptual framework.

The relationships among the identified components were organized into a sequential design cycle extending from professional needs to the assessment of professional performance.

Conceptual Framework and Proposed Model

Professional Communicative Competencies of Tourism Students

The theoretical synthesis resulted in the identification of seven interconnected competencies that should be addressed within the proposed platform.

Table 1 – Professional Communicative Competencies and Their Application within the Platform

Competency	Professional application	Possible platform-based activity
Speaking	Welcoming guests, explaining services, making recommendations	Role-play and scenario-based dialogue
Listening	Understanding customer requests, questions, and complaints	Responding to audio or video messages
Professional vocabulary	Booking, accommodation, itineraries, food services, service conditions	Using terminology in professional contexts
Reading and writing	Emails, booking information, itineraries, online messages	Reading and responding to customer correspondence
Intercultural communication	Communicating with tourists from different cultural backgrounds	Selecting appropriate communicative strategies
Mediation and explanation	Making information accessible and understandable to customers	Reformulating complex information
Problem-solving communication	Complaints, delays, incorrect bookings, misunderstandings	Identifying problems and negotiating solutions

Note: These competencies are not conceptualized as isolated language skills. In professional situations, they are typically activated simultaneously.

Theoretical Rationale for the Six Professional Modules

The six modules were not selected as an arbitrary list of tourism-related topics. Rather, they were derived by functionally grouping recurring communicative tasks identified across the relevant literature.

Table 2 – Theoretical and Professional Rationale for the Proposed Modules

Module	Core professional activity	Primary competencies	Theoretical foundation
Hotel communication	Welcoming guests, check-in/check-out, room information, booking changes	Speaking, listening, problem solving	ESP, needs analysis
Travel agency communication	Identifying needs, comparing tours, making reservations	Questioning, explaining, justifying recommendations	ESP, TBLT
Tour guiding	Presenting attractions, giving directions, responding to questions	Presentation, mediation, interaction	CEFR, TBLT
Restaurant and hospitality services	Explaining menus, taking orders, responding to special requirements	Professional vocabulary, listening, clarification	Hospitality needs analysis
Tourist complaint handling	Identifying problems, apologizing, proposing alternatives	Problem solving, politeness strategies	Professional communication
Intercultural communication	Adapting communication to culturally diverse customers	Intercultural competence, mediation	Intercultural competence, CEFR

Note: The boundaries between the modules are not absolute. Intercultural communication, for example, may be embedded in each of the other five professional modules. Its inclusion as a separate module is intended to facilitate explicit awareness and development of this competence.

Internal Pedagogical Structure of a Module

Each module follows the proposed instructional cycle:

Learning outcome → professional scenario → language resources → communicative task → digital interaction → feedback → assessment → reflection

For example, within the Hotel Communication module:

Learning outcome: The student is able to identify a guest's booking problem and propose an appropriate alternative in English.

Scenario: A guest has booked a room for two people, but an error has occurred in the reservation system.

Language resources: *reservation, availability, alternative room, complimentary service, apologise, upgrade*, together with relevant politeness structures.

Task: Conduct a dialogue with the guest and resolve the problem.

Digital interaction: A text-based or spoken dialogue; in a future prototype, a conversational agent could be incorporated.

Feedback: Linguistic accuracy, clarity, professional appropriateness, and politeness.

Assessment: Did the student understand the problem? Was an appropriate solution proposed? Was the solution communicated clearly?

Language resources are therefore not taught independently of professional action but function as tools for accomplishing that action.

Integrative Conceptual Model of the Digital Language Learning Platform

The proposed framework follows the sequence:



Figure 1 – Integrative Conceptual Framework for a Digital Language Learning Platform for Tourism Students

Note: Developed by the authors based on the theoretical synthesis of ESP and needs analysis, task-based language teaching (TBLT), the CEFR action-oriented approach, intercultural communication, digital language learning, and performance-based assessment [4, 5, 9, 10, 12, 13, 15–18].

A central characteristic of the framework is its pedagogy-first rather than technology-first orientation.

Platform design should therefore not begin with the question:

“What technology can be implemented?”

Instead, it should begin with:

“What communicative action must a student be able to perform in future professional practice, and how can a digital environment model and support that action?”

Structural Layers of the Platform

The proposed framework consists of five interconnected layers.

1. Content Layer

This layer includes professional vocabulary, model dialogues, service-related correspondence, booking forms, itinerary descriptions, and audio and video materials.

Materials should be aligned not only with a particular module but also with clearly defined learning outcomes.

2. Task Layer

Students do not simply receive information but actively use it to:

- understand customer needs;
- ask relevant questions;
- make recommendations;

- compare alternatives;
- explain information;
- solve service-related problems.

3. Digital Interaction Layer

Interaction may take place between student and content, student and student, student and instructor, and, in future implementations, student and AI.

The use of AI or chatbots is not a mandatory requirement of the framework. Such technologies are regarded as possible tools for modelling professional interaction rather than as the pedagogical objective itself.

4. Feedback Layer

Feedback may address four dimensions:

- linguistic accuracy;
- clarity of communication;
- professional appropriateness;
- communicative and cultural appropriateness.

Feedback should not merely identify errors but should help students understand how subsequent professional responses can be improved.

5. Assessment Layer

Assessment focuses not only on how much professional vocabulary students have memorized but on the extent to which they can accomplish professional tasks through language.

For example, a complaint-handling task may be assessed using the following criteria:

Criterion	Focus of assessment
Understanding the request	Was the problem identified correctly?
Linguistic appropriateness	Was professional and comprehensible language used?
Politeness	Was an appropriate customer-service communication style selected?
Solution	Was a specific and feasible solution proposed?
Interaction	Was the student able to respond to follow-up questions?

Discussion

The proposed framework integrates several theoretical traditions within a single design logic.

The first theoretical foundation is ESP and needs analysis. Within ESP, instructional content is expected to reflect professional needs [4, 5]. Empirical studies in tourism and hospitality similarly emphasize the importance of incorporating authentic workplace communicative tasks into language education [6, 8, 12].

The proposed framework extends this principle by suggesting that needs analysis should influence not only topic selection but also task design, the form of digital interaction, and assessment criteria.

The second foundation is task-based language teaching. In the approach described by Ellis [10], language serves as a resource for achieving communicative outcomes. This principle corresponds closely to the nature of tourism work. Checking in a guest, recommending a tour, explaining a destination, or resolving a complaint are all goal-oriented communicative activities.

The third foundation involves action-oriented learning and digital interaction. The CEFR Companion Volume conceptualizes learners as social agents and expands the role of mediation and online interaction [9]. This perspective supports the idea that a digital platform should function not merely as a repository of exercises but as an environment in which students interpret, reformulate,

explain, negotiate, and interact with information and other participants.

The fourth foundation concerns the relationship between technology and pedagogical purpose. Recent research on AI-assisted language learning suggests that conversational AI and automated feedback may have considerable potential in language education [15–18]. However, the educational value of these technologies depends on the learning objectives, task design, interactional conditions, and quality of feedback.

From this perspective, the conceptual contribution of the proposed framework lies not in introducing a particular technological function but in specifying the following relationship:

needs → competence → professional situation → task → digital interaction → feedback → performance assessment.

This framework extends the approach adopted by Rahman et al. [7] in the development of a tourism-oriented electronic module. While their work demonstrates the importance of aligning learning materials with learner and contextual needs, the framework proposed in the present study operates at a broader conceptual level by integrating instructional content, professional action, digital interaction, feedback, and assessment within a single cycle.

Another important feature of the framework is its adaptability. The proposed six modules should not be interpreted as a universal and fixed tourism language curriculum. Communication requirements may differ according to country, destination, educational programme, occupational specialization, and learners' initial language proficiency.

For example, programmes specializing in aviation tourism or event management may require additional modules. Conversely, restaurant communication may not need to function as an independent module in some tourism curricula.

This adaptability reflects a broader principle underlying the framework:

platform content should be determined by contextual professional needs rather than by the technology itself.

Theoretical and Practical Implications

The theoretical significance of the study lies in integrating ESP, professional needs analysis, TBLT, intercultural communication, digital interaction, feedback, and performance-based assessment within a unified design logic for the professional language education of tourism students.

The practical significance of the framework lies in its potential application as a starting structure for:

- designing ESP courses for tourism programmes;
- developing pedagogical and technical specifications for digital language learning platforms;
- constructing professional language modules;
- designing VR/AR or conversational AI-based professional simulations;
- developing assessment rubrics for tourism students' professional communicative performance.

The framework may therefore function as an intermediary conceptual layer between theoretical principles of language education and the subsequent technical development of a digital learning environment.

Limitations and Directions for Future Research

The principal limitation of the study is its theoretical-conceptual nature.

First, no functional software prototype of the proposed digital platform was developed within the present study.

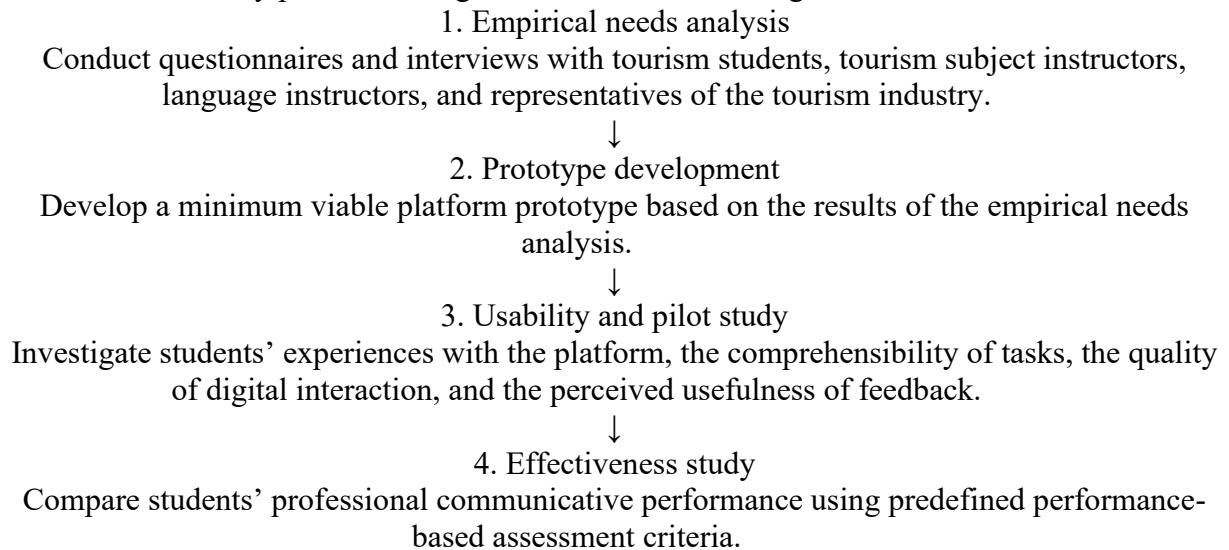
Second, the six proposed modules were not derived from a local empirical needs analysis

involving students, instructors, and representatives of the tourism industry. Rather, they were constructed through a theoretical synthesis of professional communicative tasks identified in the literature.

Third, the framework has not been tested through a pilot study or experimental research involving tourism students. It is therefore not possible to draw causal conclusions regarding its effectiveness in improving professional communicative competence.

Fourth, the literature review was not conducted as a systematic review according to the PRISMA protocol. Consequently, the study does not claim to provide exhaustive coverage of all publications relevant to the topic.

Future research may proceed through four interconnected stages:



These stages would enable a transition from a theoretical conceptual framework to an empirically validated pedagogical model.

Conclusion

This study proposed an integrative conceptual framework for the development of a digital language learning platform for tourism students.

The theoretical analysis indicates that language education in tourism should extend beyond general English instruction and be directly connected with professional communicative tasks. On this basis, a competency system was proposed incorporating speaking, listening, professional vocabulary, written communication, intercultural communication, mediation, and problem-solving communication.

The platform content was organized around six professional modules: hotel communication, travel agency communication, tour guiding, restaurant and hospitality services, tourist complaint handling, and intercultural communication.

The principal outcome of the study is a conceptual framework based on the sequence:

professional needs → communicative situations → professional competencies → ESP content → scenario-based tasks → digital interaction → feedback → professional performance assessment.

The central principle of the framework is that digital technology should be conceptualized not as the objective of the learning process but as a means of modelling and supporting professional communicative action.

At the same time, the proposed framework remains theoretical. Conclusions regarding its pedagogical effectiveness can only be drawn after a functional platform prototype has been developed and empirically tested with tourism students.

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ТУРИЗМ СТУДЕНТТЕРІНЕ АРНАЛҒАН ЦИФРЛЫҚ ТІЛ ҮЙРЕТУ ПЛАТФОРМАСЫН ӨЗІРЛЕУДІҢ ТҰЖЫРЫМДАМАЛЫҚ МОДЕЛІ

Аңдатпа. Туризм индустриясындағы кәсіби коммуникация шет тілін жалпы деңгейде меңгерумен ғана шектелмейді, сонымен қатар туристік және қонақжайлылық қызмет көрсету саласындағы нақты жағдаяттарда коммуникативтік міндеттерді орындай білуді талап етеді. Осыған байланысты туризм мамандығында білім алатын студенттер үшін кәсіби қажеттіліктерді, салалық мазмұнды, жағдаяттық тапсырмаларды және құзыреттерді бағалауды өзара ұштастыратын цифрлық тілдік білім беру ортасын әзірлеу қажеттілігі туындайды. Зерттеудің мақсаты – туризм студенттерінің кәсіби коммуникативтік құзыреттілігін дамытуға бағытталған цифрлық тіл үйрету платформасының интегративті тұжырымдамалық моделін әзірлеу. Зерттеу теориялық-тұжырымдамалық сипатта жүргізіліп, арнайы мақсаттағы ағылшын тілі (ESP), туризм саласындағы кәсіби коммуникация, мәдениетаралық құзыреттілік, цифрлық және технологиялар негізінде тіл үйрету, тапсырмаға негізделген тілдік оқыту және тілдік құзыреттерді бағалау бағыттарындағы ғылыми әдебиеттерді тақырыптық және салыстырмалы талдауға негізделді. Теориялық талдау мен жинақтау нәтижесінде кәсіби тілдік құзыреттер кешені айқындалып, алты мазмұндық модуль белгіленді: қонақүйдегі коммуникация, туристік агенттіктегі коммуникация, экскурсиялық қызмет, мейрамхана және қонақжайлылық қызметтері, туристердің шағымдарымен жұмыс істеу және мәдениетаралық коммуникация. Зерттеудің негізгі нәтижесі мынадай бірізділікке негізделген интегративті модель болып табылады: индустрия қажеттіліктері → кәсіби коммуникативтік құзыреттер → ESP мазмұны → кәсіби жағдаяттарға негізделген тапсырмалар → цифрлық өзара әрекеттесу → кері байланыс → құзыреттерді бағалау. Ұсынылған модельдің ерекшелігі – цифрлық құралдардың дербес технологиялық компоненттер ретінде емес, кәсіби міндеттерді, тілді практикалық қолдануды, кері байланыс пен бағалауды өзара байланыстыратын педагогикалық ортаның құрамдас бөліктері ретінде қарастырылуында. Зерттеу теориялық сипатта болғандықтан, платформаның техникалық прототипі әзірленбеді және ұсынылған модельдің тиімділігі эмпирикалық тұрғыдан тексерілмеді. Ұсынылған тұжырымдамалық модель болашақта

цифрлық платформаны әзірлеуге және оны пилоттық зерттеулер арқылы эмпирикалық тұрғыдан сынақтан өткізуге теориялық негіз бола алады.

Кілт сөздер: цифрлық тіл үйрету, туризм саласындағы білім беру, арнайы мақсаттағы ағылшын тілі (ESP), кәсіби коммуникация, цифрлық платформа, тапсырмаға негізделген тілдік оқыту, мәдениетаралық коммуникация, тұжырымдамалық модель, туризм студенттері.

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КОНЦЕПТУАЛЬНАЯ МОДЕЛЬ РАЗРАБОТКИ ЦИФРОВОЙ ПЛАТФОРМЫ ДЛЯ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ ТУРИСТСКИХ СПЕЦИАЛЬНОСТЕЙ

Аннотация. Профессиональная коммуникация в индустрии туризма предполагает не только владение иностранным языком на общем уровне, но и способность решать коммуникативные задачи в реальных ситуациях туристского и гостиничного обслуживания. В связи с этим возникает необходимость разработки цифровой образовательной среды для студентов туристских специальностей, объединяющей профессиональные потребности, отраслевое содержание, ситуационные задания и оценивание сформированных компетенций. Целью данного исследования является разработка интегративной концептуальной модели цифровой платформы для обучения иностранному языку, направленной на развитие профессиональной коммуникативной компетенции студентов туристских специальностей. Исследование носит теоретико-концептуальный характер и основано на тематическом и сравнительном анализе научной литературы по английскому языку для специальных целей (ESP), профессиональной коммуникации в туризме, межкультурной компетенции, цифровому и технологически поддерживаемому обучению иностранным языкам, обучению на основе коммуникативных задач и оцениванию языковых компетенций. В результате теоретического обобщения был определен комплекс профессиональных языковых компетенций и выделено шесть содержательных модулей: коммуникация в гостинице, коммуникация в туристском агентстве, экскурсионная деятельность, ресторанное и гостиничное обслуживание, работа с жалобами туристов и межкультурная коммуникация. Основным результатом исследования является интегративная модель, построенная в соответствии со следующей последовательностью: потребности индустрии → профессиональные коммуникативные компетенции → содержание ESP → профессионально ориентированные ситуационные задания → цифровое взаимодействие → обратная связь → оценивание компетенций. Отличительной особенностью предложенной модели является то, что цифровые инструменты рассматриваются не как самостоятельные технологические компоненты, а как элементы педагогической среды, объединяющей профессиональные задачи, использование языка, обратную связь и оценивание. Поскольку исследование носит теоретический характер, технический прототип платформы не разрабатывался, а эффективность предложенной модели не подвергалась эмпирической проверке. Представленная концептуальная модель может служить теоретической основой для последующей разработки цифровой платформы и её эмпирической апробации в рамках пилотных исследований.

Ключевые слова: цифровое обучение иностранному языку, туристское образование, английский язык для специальных целей (ESP), профессиональная коммуникация, цифровая платформа, обучение на основе коммуникативных задач, межкультурная коммуникация, концептуальная модель, студенты туристских специальностей.