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Х А Б А Р Ш Ы С Ы

ВЕСТНИК

НАЦИОНАЛЬНОЙ АКАДЕМИИ
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Қазақстан Республикасы Ұлттық ғылым академиясы «ҚР ҰҒА Хабаршысы» ғылыми журналының Web of Science-тің жаңаланған нұсқасы Emerging Sources Citation Index-те индекстелуге қабылданғанын хабарлайды. Бұл индекстелу барысында Clarivate Analytics компаниясы журналды одан әрі the Science Citation Index Expanded, the Social Sciences Citation Index және the Arts & Humanities Citation Index-ке қабылдау мәселесін қарастыруда. Web of Science зерттеушілер, авторлар, баспашылар мен мекемелерге контент тереңдігі мен сапасын ұсынады. ҚР ҰҒА Хабаршысының Emerging Sources Citation Index-ке енуі біздің қоғамдастық үшін ең өзекті және беделді мультидисциплинарлы контентке адалдығымызды білдіреді.

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EVALUATION EFFECTIVENESS OF USING ART THERAPY IN TEACHING FOREIGN LANGUAGES TO TOURISM SPECIALISTS

Abstract. At the present stage of development of vocational education in the Republic of Kazakhstan, one of the most pressing problems requiring new solutions is the need for a qualitative improvement in knowledge of the English language. The pedagogical technologies used by teachers in English lessons make the lesson rich and interesting, and at the same time, future specialists increase their motivation for learning. According to the “Concept of the Education Development of the Republic of Kazakhstan,” the content of teaching a foreign language contributes to the formation of value guidelines, namely the formation of future moral and spiritual values, the improvement of communicative competence, the development of information culture, and the development of universal skills. Teachers and psychologists in training note the most effective technologies guaranteeing the success of pedagogical actions. One of such effective technologies may be the inclusion of various art technologies in teaching. Art technology takes place in pedagogy and psychology, the techniques and techniques of art therapy are considered more. Art technology has an ancient origin. In a certain sense, its prototype is various types of sacred art. The art therapy technology considered by us in this article is pedagogical, as it is designed for a potentially healthy person, and the tasks of development, education and socialization come to the fore. Thanks to art

therapy, care is taken for the emotional well-being and psychological health of an individual, group, or collective through means of artistic activity.

Key words: art therapy, English language teaching, sociological, psychological, development, emotional, individual, communicative.

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ТУРИЗМ САЛАСЫНДАҒЫ МАМАНДАРҒА ШЕТ ТІЛДЕРІН ОҚЫТУДА АРТ - ТЕРАПИЯНЫ ҚОЛДАНУДЫҢ ТИІМДІЛІГІН БАҒАЛАУ

Аннотация. Қазақстан Республикасында кәсіптік білім беруді дамытудың қазіргі кезеңінде жаңа шешімдерді талап ететін аса өзекті мәселелердің бірі сапалы ағылшын тілін үйренудің әдіс-тәсілдерін жетілдіру қажеттілігі болып табылады. Ағылшын тілі сабақтарында оқытушы қолданатын педагогикалық технологиялар сабақты қызықты және өнімді етеді, сонымен бірге болашақ мамандардың оқуға деген ынтасын арттырады. “Қазақстан Республикасында білім беруді дамыту тұжырымдамасына” сәйкес шет тілін оқытудың мазмұны құндылық бағдарларын қалыптастыруға, атап айтқанда болашақ адамгершілік және рухани құндылықтарды қалыптастыруға, коммуникативтік құзыреттілікті арттыруға, ақпараттық мәдениетті дамытуға, әмбебап білімді дамытуға ықпал етеді. Оқыту үдерісінде оқытушылар мен психологтар педагогикалық іс-әрекеттің сәтті болуына кепілдік беретін ең тиімді технологияларды атап өтеді. Осындай тиімді технологиялардың біріне түрлі көркемдік технологиялардың оқу үдерісіне ендіру жатады. Арт-технологиялар педагогика мен психологияда ерекше орын алады, арт-терапияның әдістері мен тәсілдері көбірек қарастырылады. Бұл ежелден келе жатқан өнер техникасы болып табылады. Дәлірек айтқанда, оның прототипі – қасиетті өнердің саналуандылығы. Біз осы мақалада қарастырған арт-терапиялық технология – педагогикалық бағыт болып табылады, өйткені ол дені сау адамға арналған және даму, тәрбие және әлеуметтену міндеттері бойынша бірінші орынға шығады.

Арт-терапияның арқасында көркемдік қызмет арқылы адамның, топтың немесе ұжымның эмоционалды әл-ауқаты мен психологиялық денсаулығына қамқорлық жасалады.

Түйін сөздер: арт-терапия, ағылшын тілін оқыту, социологиялық, психологиялық, даму, эмоциялық, жеке, коммуникативтік.

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ОЦЕНКА ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ АРТ - ТЕРАПИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ СПЕЦИАЛИСТОВ СФЕРЫ ТУРИЗМА

Аннотация. На современном этапе развития профессионального образования в Республике Казахстан одной из наиболее актуальных проблем, требующих новых решений, является необходимость качественного совершенствования знаний английского языка. Педагогические технологии, используемые преподавателем на уроках английского языка, делают урок насыщенным и интересным, а вместе с тем повышают мотивацию будущих специалистов к обучению. Согласно “Концепции развития образования Республики Казахстан”, содержание обучения иностранному языку способствует формированию ценностных ориентиров, а именно формированию будущих нравственных и духовных ценностей, повышению коммуникативной компетентности, развитию информационной культуры, развитию универсальных знаний. Педагоги и психологи в процессе обучения отмечают наиболее эффективные технологии, гарантирующие успешность педагогических действий. Одной из таких эффективных технологий может быть включение в обучение различных художественных технологий. Арт-технологии имеют место в педагогике и психологии, больше рассматриваются методы и приемы арт-терапии. Данная художественная техника имеет древнее происхождение. В буквальном смысле его прообразом являются различные виды сакрального искусства. Рассматриваемая нами в данной статье арт-терапевтическая технология является педагогической, так

как она рассчитана на потенциально здорового человека, и на первый план выходят задачи развития, воспитания и социализации. Благодаря арт-терапии осуществляется забота об эмоциональном благополучии и психологическом здоровье индивида, группы или коллектива посредством художественной деятельности.

Ключевые слова: арт-терапия, обучение английскому языку, социологическое, психологическое, развитие, эмоциональное, индивидуальное, коммуникативное.

Actuality of the research. In the current stage development of the Kazakhstan society of the communicative situation of the individual is expected not so much compliance formal norms and propriety, how much choice of means and forms communicative interaction depending on the purpose of the contact. It means that a person must adequately respond to any situation of communicative interactions with points of public view standards. Considering the statements above, it can be noted, that the nature and specifics of the social communication process are among the problems that both the theoretical sciences of man and the practical disciplines of the humanities are equally in need of. One of the defining characteristics of the social communication of the individual is communicative competence; therefore one of the central innovative directions of modern social psychology is the definition of approaches to the study of the communicative competence of the individual. The problem of communicative competence is especially urgent for students of TEFL as future members of professional communities in an actively developing and competitive- oriented labor market. At the same time, both social and professional realization of students after graduation from universities, including as managers at various levels, is largely determined not only by professional knowledge, but also by the communicative competence of the individual. Based on the foregoing, it can be noted that the problem of developing the communicative competence of students at Kazakhstani universities is one of the most relevant for both the social and educational environment.

Aim of the research: to develop and test the social and psychological art therapy to the development of communicative competence of tourism specialty students of teaching English as foreign language (TEFL).

Research methods. To achieve the objectives and checking initial assumptions a set of complementary research methods were used, adequate to its subject: a method of theoretical analysis of philosophical, medical, psychological, pedagogical, and scientific-methodical literature on the problem under study, synthesis, synthesis; empirical methods (testing, observation,

news reports, socio-psychological art-training, group discussions); data processing methods (comparative analysis, mathematical statistics, cluster analysis, interpretational).

Main part. Art has always been in the way of super - empirical translation human experience. Communicative function is one of the central functions of art. According to Pratt M. and Wood M., modern socio-cultural communication is today aimed at “provoking” us to be active, to think, to understand, to comprehend the subjective world of another, to find ourselves. The artistic and aesthetic space of the XXI century seeks to achieve a certain effect of influence and the symbiosis of science and technology, which is becoming increasingly common, makes sociocultural communication more diverse and interesting in its interactivity (Pratt et.al, 2015). The transition to a personality-oriented paradigm in the psychological and educational science has stepped up attention to new technologies, based on synergistic mechanisms, stimulation, individual and group creative productivity, speakers factor in the development of creativity, personal growth and harmonization communicative dialogue relations. In this regard, great interest in system development communicative competence of students present socio-psychological technologies using in as a tool of art therapy, the essence of which is the use of techniques of different types of art as an effective means of creative self-realization and the way of personal development of a future specialist (Kapitan, 2017). Socio-psychological art therapy- these methods using non-verbal language of art for personal development, based on the idea that artistic images can help a person understand him/her and others through creative expression. A specific feature of art therapy is wide creative variation, aimed at a new, atypical solution of specific communicative tasks. The emergence of socio-psychological art technologies was carried out within the framework of art therapy, which is most closely related to primitive, prehistoric art. The latter, like art therapy, is based on spontaneous self-expression and to a certain extent ignores the aesthetic criteria and professionalism of the author. For them, graphic materials and products act primarily as a tool for dynamic intrapersonal and interpersonal communication (Peterson, 2016). Summarizing the data of different schools and directions, we can draw the following conclusions that the success of any direction of art methods, including the inclusion in the process of creative improvisation factors and group dynamics, as well as the positive personality of the leader. As a result, there is a mutual positive psycho-emotional infection, empathy and sympathy between the participants of the groups, necessary for the development of the component structure of the communicative competence of the participants (Potash et al, 2016). Since such classes can pursue not only therapeutic goals, but are rather developing, teaching and entertaining,

and therefore many psychological defenses are not included, therefore, art techniques can be adapted and integrated into the context of personal development. In our opinion, the development of communicative competence can be achieved by the methods of dance-motor, dramatic, musical, vocal and artistic psychological art -technologies that are important in the context of social communication and creative self-expression of the individual. Their use allows you to develop valuable social skills related to providing mutual support to group members and the need to solve common problems. Art technologies provide an opportunity to authentically observe the results of their actions and their influence on others, to master new roles and to manifest latent qualities of a person, as well as to observe how the modification of role-related behavior affects relationships with others. Sun g it increases self-esteem of the individual, leading to the strengthening of personal identity, develop decision-making skills and greater flexibility in situations of interpersonal and group communication (Rubin, 2016). Art technologies in all their forms (dance and movement, music, voice, art) contribute to the adjustment of human behavioral models, the structure and nature of his interpersonal communications. The study of the socio-psychological mechanisms of the influence of art technologies on personal characteristics and interpersonal communication allows the competent use of dance and motor, musical, vocal and dramatic art techniques in social, psychological, social and correctional work (Deaver, 2016). As part of the monitoring and evaluation component of the effectiveness of the implementation of the “Socio-Psychological Art-Therapy” in the development of communicative competence of the experiment participants, diagnostic monitoring of changes in the communicative competence of technical students was carried out, including using the “Algorithm for determining the level of development of communicative competence using the included observation method” (further algorithm). Consider changes in communicative competence and the specifics of self-expression of subjects in the course of classes. In the first session with Techniques “Interview of the partner” development of active listening, contact interaction, respect for the partner, the ability to inform others, analyze received information from the perspective of the communicative problem being solved.

Creating a picture on the theme “The most vivid memories of childhood” and subsequent discussion were aimed at developing such communicative qualities, such as empathy, respect for a partner, ability to identify oneself with a communication partner, to accept and understand the opinions of others, to express one’s own opinion, attitude to facts and events. Dance and motor equipment “Impulses” was aimed at developing adequate sensitivity

to external and internal impulses, contact interaction; understanding and perception of non-verbal means of communication, which allow to assess the inner world of a communication partner, as well as to determine his attitude to the ongoing process.

Based on the algorithm, it was revealed that participation in the first block of classes in “Socio-psychological art therapy” showed that the communication levels of the students present were either contact-psychological (41%) or informational (59%). The participants in the experiment did not show much activity in tasks: followed the instructions, but did not express a personal position. Contact psychological level students were shy, unemotional. Showed a non-reflexive hearing. Facts during the story about the partner and the events of childhood were ascertained succinctly. Characteristic events monosyllabic, for example, “Attitude bad”, or “Fought with my brother.” Initiatives in discussions are not have shown. In discussions, answering questions often used - “Yes” or “I do not know.” In the process of discussion, mainly were in the closed position of the body. Entry in the “Diary of wonderful person” (DWP). Students of informational level calmly unemotional represented the partner and talked about themselves. Interaction with partners was present, but the exercises did not cause much interest. In the discussion clearly answered questions. They did an entry in DWP.

In the second block of organizing “Socio-psychological art therapy” we used graphic techniques “Life Line”, that developed the ability to analyze and evaluate the information; inform others; the ability to accept and understand the opinions of others, understanding and perception of non-verbal means of communication, which allow to evaluate the inner world of a communication partner, as well as to determine his attitude to the ongoing process, to formulate judgments and to reason them. Dramatic technique: “Image of an animal” was aimed at removing internal barriers and constraints; understanding and perception of non-verbal means of communication, their own ability to non-verbally express their position in the process of communication. Dance movement technique “Dance of Opposites” contributed to the development empathy, responsiveness, responsibility for the partner, the ability to “hear and feel” the partner. After the second lesson, the levels of communication were also characterized by contact-psychological and informational; however, the percentage of them has changed. Have of students contact psychological level the graphic image and the subsequent story about your life caused difficulties. They could not always isolate the most important points of their biography. The exercise “Image of an animal” was given with difficulty; the participants hesitated and tried to make as little gestures as possible. At dance motor exercise movements of the participants were constrained interaction with partner minimally.

Students of the information level graphic image of their lives and the subsequent story were given without much difficulty. While depicting an animal, students were shy, but generally tried to overcome the awkwardness. There was a certain interaction with a partner in the exercise “Dance of Opposites”. In the discussion, attentive listening was shown, clarified, questioned. When carrying out the third block “Socio-psychological art- therapy”, where the “Polarities” pictorial equipment was used (on stereotypical and non-standard approaches to interaction), dramatic technique “to depict the process” (removal of internal barriers, constraints; orientation on cooperation, understanding and perception of non-verbal means of communication) and dance movement technique “actor / director” (the development of spontaneity, creativity, flexibility in communicating) - we fixed that defines the constant prices of the subjects switched to the semantic level of communicative competence. Students began to creatively interpret the tasks, show activity and a clear interest in their implementation. Their speech became more expressive, their emotions brighter. According to the results of the study, at the contact-psychological level, 33% of the subjects remained, on the informational level - 60%. Sense level of communicative competence reached 7% of students. Students of the contact-psychological level, after completing the drawings, listened attentively in the collective discussion of the speaker. When performing the group exercise “To depict the process”, we felt stiffness, the movements were minimal, we tried to focus on the more active members of a small group. The pair work “Actor / director” tried to carry out all the commands in accordance with these instructions. Students of the information level after the drawing on given topic, in general, expressed its opinion on created by them figure, but there was no discussion. Performing dramatic technology, they are involved in the game and, compared with previous classes, began to show more interest. Working in pairs, performed the instruction is clear. Students who have reached the level of meaning, become passionate about continuously portrayed discuss and express its opinion and attitude. When they performed the physical exercises, active work was observed, they also tried to influence the execution process. In the discussions used the “feedback”. However, at the same time student’s contact-psychological level, performing the drawing, provided it mildly, could not explain what they wanted to portray and why. They found it difficult to transfer the emotions indicated on the card with the help of dramatic technologies. The movements in the dance-motor exercise were constrained. Students of the information level after the drawing were able to explain what they portrayed, but they found it difficult to say why. The emotions set in the card, in general, could be conveyed, but without any special artistry. The movements in the dance-motor exercise

were somewhat monotonous, but meaningful. The students of the semantic level after the image of their "I" successfully explained what they wanted to depict and why. The manifestations of emotions have become more frequent - from irritation to feedback to laughter. Transmitted emotions were easily recognizable. The movements in the dance and motor exercises differed "deliberation", consistent with the nature of the music. In general, increased activity, improved understanding. Students were actively involved in the discussion of exercises and summarizing.

During the seventh block "Socio-psychological art therapy", we noted that students often entirely began to show reflection and more complex emotional responses. Many participants have become more open both in terms of perception of the information received, and in terms of the manifestation of their "I". In some cases, students tried to dominate sometimes competed with active members of the group. At discussions were actively used both positive and negative feedback. In some cases, traced competition. But the students, who reached the reflexive level, when creating a joint drawing, showed a wonderful understanding of the partner without words: their images logically complemented each other, presenting a complete picture. They were distinguished by their creative approach and ability to take into account the position of group members. Discussions differed in depth and meaningfulness. Trailing blocks "Socio-psychological art therapy", the ninth and tenth, were characterized by the fact that all participants managed to move from the contact-psychological level to the more advanced ones. So, after the ninth block, 45% of students were at the informational level of communicative competence, 39.5% at the semantic level, and 15.5% at the reflexive level. After the tenth class ratio information, semantic and reflective layers corresponded to 41%, 38% and 21%. This information level students already added small items in common pattern regarding which is explained what was intended, demonstrated quite active interaction with the partners in dance movement and music exercises. Students of semantic level represented key moments of the figure, explained his plan, to take an active and productive interaction with the partners in dance movement exercise, and in musical improvisation of the situation showed the ability to listen and feel partners. In the process of gratitude, they actively and deeply shared their realizations.

For the students of the reflexive level, the image of the most important moments was characteristic, as well as the successful "binding" of the previously drawn for achieve a holistic picture. They created the most expressive drawing of emotion, filled with deep meaning. These study participants showed a complete understanding with the partners on dance movements performed harmoniously and tactfully. At musical exercise showed the ability

to convey their status, predict the situation, and create feeling of solidarity and responsibility behind partners. Noted humanistic style interaction with group members. In the process of gratitude, they aptly and convincingly noted the value and significance of each participant in the experiment, indicating his contribution to his own development and emphasizing the uniqueness of the group members. It can be argued that the concept has evolved from an experiment to improve communication skills to achieve the defined constant level of communicative competence. Summarizing the above, we will present a comparative analysis of students' performance after the first and last blocks of "Socio-psychological art therapy", demonstrated on the contact-psychological, informational, semantic and reflexive levels of communicative competence. Results, which is initially characterized by students or the contact-psychological level of communicative competence (41%), or informational (59%). Semantic and reflexive levels were not presented. At the end of the last block of socio-psychological art therapy, we recorded that 41% of students are at the information level, 38% at the semantic level, and 21% at the reflexive level. The influence of each of the exercises in all 10 blocks studies on the development of communication competence participants' socio- psychological art therapy "Generalizing continuously presented in table (Table 1), where the levels of communicative competence denoted (A), structural components (B).

Table 1 - The influence of art techniques on structural components and levels of communicative competence

Block number	1 exercise		2 exercise		3 exercise		4 exercise	
	A	B	A	B	A	B	A	B
2		1.4	2.3	1,2,4	2.3	1,3,4		
	2.3	1,2,4	2.3	3.4	2.3	1,2,3,4	2.3	3
	2,3,4	1,3	2,3,4	1,2,4	2,3,4	1,2,3,4		
	3.4	1,3	3.4	1,2,3,4	3.4	1,2,3,4	2.3	3
	3.4	1,2,3	3.4	1,3,4	3.4	3.4		
	3.4	1,2,3,4	3.4	3	3.4	1,3,4		
	3.4	1,2,3,4	3.4	1,2,3	3.4	3.4		1,3
	3.4	1,2,3,4	3.4	1,2,3,4	3.4	1,2,3,4		
	3.4	1,2,3,4	3.4	1.2	3.4	1,2,3,4	3.4	1,2,3,4
	3.4	1,2,3,4	3.4	1,2,3,4	3.4	1,2,3,4		

Denote the indices of the dynamics of development of communicative competence of students of TEFL in the process of "socio- psychological art therapy" from the first to tenth therapy unit classes schematically. Thus, we found that developed and practically applied by us "Socio-psychological

art therapy” in the development of communicative competence of students of technical universities, contributes to the development of the structural components of communicative competence and evolution of e g levels. Motivational and value component. Students learned to take an interest in the individual partners in communication, respect and value their opinions and feelings. The participants in the experiment became aware of the fact that mutual communication and tolerance are important in communication. Cognitive component. Students acquired knowledge about the features of verbal and non-verbal communication, behavior in general, about what kind of communication and in what situations will be the most effective. Emotional component. Students improved their skills in creating a positive emotional background in communication, mastered the methods of regulating their own mood. Organizing (behavioral) component. The participants in the experiment developed communication skills in various communicative situations, and observation in relation to other people. Learned to identify and overcome barriers in communication, to understand and accept a partner. Of great importance for the evaluation of communicative competence is the study of the skills of non-verbal communication, which was carried out during the implementation of the “Socio-psychological art therapy”, including on the basis of the “Method of expert assessment of non-verbal communications” created by Betts D.J (Betts, 2006).

Note that test results for non-verbal communications have great significance for the detection of cognitive, emotional and organizing components communicative competence in all levels. The analysis performed during the first and last blocks of “Socio-psychological art technology” suggests that the first lesson on average, the level of non-verbal communication is low: many participants in the experiment found it difficult to express their feelings and emotions. They could not always convey their thoughts and wishes to the interlocutors, and not always understood and perceived non-verbal cues in communication.

The results of the last block show that the level of non-verbal communication of students has significantly increased: the participants began to express their emotions more actively, to be less shy and worried. Increased self-confidence, as well as improved feeling and emotion recognition skills in communication (table 2).

Table 2 - Average about the rate of non-verbal communication of students before and after the program (in %).

	First lesson	Last lesson
General assessment of non-verbal resource	3.38	4.89
Sensitivity, sensitivity to the behavior of another person	18.97	21.78
Ability to manage your non-verbal behavior	13.25	16.05

In order to compare before and after the implementation of “social o- psychological art therapy” (sleep), communication skills, abilities and skills of the participants, we have carried out the re-integration testing. For adequate comparison of the results possible, testing was performed 30-45 days after participation in the experiment with the use of used previously (in the course of diagnostic experiment) four specialized tests:

- 1) “Assessment of sociability level”;
- 2) “Evaluation of self-control in communication”;
- 3) “Evaluation of communicative skills”;
- 4) “Identification and evaluation of communication and organizational skills”.

As a statistical criterion that determines the significance of differences in the results, the Student’s t-test for related samples was used.

Imagine matching results in the form of tables. Test “Assessment of the level of sociability” before and after the formative experiment (Table 3); stated a significant increase in performance.

Table 3 - The results of the test “Assessment of the level of sociability”.

	Before the experiment	After the experiment
Low (30-31)	39 people (34.82%)	-
Intermediate level (29-25)	56 people (50%)	93 people (83.04%)
High level (17-24)	17 people (15.18%)	19 people (16.96%)

Critical values for Student’s t-criterion state: $t_{emp} = 30$, with $p \leq 0.05$ $t - crit = 1.97$, with $p \leq 0.01$ $t - crit = 2.61$, for $df = 112$. The obtained empirical value of $t(30)$ is in the area of significance. Significant changes in indicators are observed in the test results “Assessment of self-control in communication.” There was a positive dynamic of medium and high levels, a low level of self-control among participants after the experiment was not identified. Critical values that determine the significance of differences in the results of Student’s t-test state the following indicators: $t_{emp} = 6.5$, with $p \leq 0.05$ $t - crit = 1.96$, with $p \leq 0.01$ $t - crit = 2.58$, for $df = 112$. Received the empirical value of $t(6.5)$ is in the area of significance. There is a significant increase in indicators for the test “Evaluation of communicative skills.” Critical values for Student’s t-criterion: for $t_{emp} = 25.1$, for $p \leq 0.05$ $t - crit = 2.08$, for $p \leq 0.01$ $t - crit = 2.83$, for $df = 112$. The obtained empirical value of $t(25.1)$ is in the area of significance. Indicators of the test “Identification and evaluation of communicative and organizational skills” in % “before” and “after” the experiment indicate a significant increase in the level of participants’ studied abilities. Critical values for Student’s t-test for communicative abilities state: $t_{emp} = 33.8$, for $p \leq 0.05$ $t - crit = 2.26$,

for $p \leq 0.01$ t - crit 3.25, for $df = 112$. The obtained empirical value of t (32.8) is in the area of significance. Critical values for Student's t-criterion for organizational skills state: $t_{emp} = 30.6$, with $p \leq 0.05$ t - crit = 2.2, with $p \leq 0.01$ t - crit = 3.11, for $df = 112$. The obtained empirical value of t (30.6) is in the area of significance. Summarizing and averaging the test data obtained: "Assessment of the level of sociability", "Assessment of self-control", "Assessment of communicative skills" and "Identification and evaluation of communicative and organizational skills", in accordance with high, medium or low level of communicative features, we made the following conclusions: 87.5% of students after participating in the formative experiment showed an average level of communicative features, 12.5% - high. The data of table 7 indicate that the level of indicators of participants "after" the experiment significantly exceeds the level of "before". Additionally, to characterize various types of students who participated in the experiment and to study the dynamics of their communicative competence, focusing on the indicators of UKK. Cluster 1 includes 53 people (26.5%). In the first five classes data Students display stand ingly information level of communicative competence, and in the subsequent gradually approaching the semantic. In general, they do not have problems in communication and are ready to accept new information, can properly teach themselves in communication and adequately evaluate the interlocutor. Cluster 2 covers 23 people (11.5%). In the first eight classes are stably display stand ingly information level communication competence for the final two - sense. However, the purposeful development of their communicative competence by means of "Socio-psychological art therapy" has shown that they are ready to overcome their uncertainty; they are fully capable of learning to communicate effectively with others. Cluster 3 unites 22 students (11%). The first two blocks were at the contact-psychological level, but gradually switched to the informational one. The students described are distinguished by heightened shyness, isolation; it is difficult for them to communicate with new people. At the same time, participation in the experiment helped them to overcome the determined communication difficulties and has given the opportunity to express them. Cluster 4 includes 60 people (30%). It should be noted that this cluster covers the most problematic part of the test: This is quite a large group of students characterized by serious problems in communication: in the first five sessions, they communicated to the contact-psychological level, and only then, gradually passed on the information. Cluster 5 covers 41 people (21%). In general, we can say that these are people who have no problems in communication, and if they arise, they are easily overcome. These subjects freely express their thoughts and feelings, and also correctly interpret verbal and non-verbal signals of others,

are prone to reflection. The first two classes allowed determining their level as the information, and with each successive block of socio-psychological art therapy students acquire communicative competence feel more confident, from the fifth to the tenth level of their occupation steadily shifted from the sense of a reflexive.

Results and discussion. Analysis of the assessment of communicative competence as a result of the implementation of “Socio-psychological art therapy” in the development of communicative competence of students of tourism specialists demonstrated: 1. Knowledge and understanding by students of TEFL of the basics of the psychology of communication: qualities that promote effective communication and overcome communication barriers; interpersonal and group communication behaviors that facilitate or impede the process of interaction. 2. Skill use techniques of active listening and contact interaction; effective use of verbal and non-verbal means of communication. 3. The ability to relate their interests with the interests of others; interact productively with other people, show empathy, establish interpersonal relationships, collaborate, etc. 4. Ability to analyze and evaluate the messages; inform others; build a logically complete message; adequately perceive and respond to “feedback”; freely express your own opinion, attitude to facts and events; formulate value judgments and argue them. 5. We can state defined degree of development of critical thinking: ability to use knowledge from various fields in order to make the plan a solution to a communication problem; identify barriers to communication; see errors and omissions in the logic of reasoning; interpret, systematize, critically evaluate, analyze the received information from the position of a communicative task; predict the development of the situation of communication; to represent and civilly defend their own point of view in the dialogue. 6. Self-study skills: self-improvement ability and development of own communication skills; willingness to develop basic communicative QUALITY in contributing to the effectiveness of social communications (empathy, tolerance, responsiveness, loyalty, adaptability, stress resistance, flexibility, communication, reflection, etc.).

Conclusion. In general, it should be noted that as a result of participation in through our experiment, the students significantly developed the following skills of communicative competence, namely to initiate and enter into contact; make a favorable first impression; ask and answer questions; to talk, briefly and accurately express your thoughts; stimulate the interlocutor to clarify his position, statements; listen, hear and understand what the interlocutor had in mind; provide verbal and non-verbal feedback; align emotional stress in conversation, discussion; read and correctly interpret the non-verbal signals of the interlocutor (look, facial expressions, gestures, postures); manage your

own expressive signals in the process of communication; interact effectively with others by collaborating.

When communicating with each other within the group to create an environment of business cooperation, shoot some amuse in the behavior of students, established friendly business relationship. The exchange of views between members of the group developed the ability to correctly design their judgments listen and hear interlocutor, reasonably express their own ideas, draw conclusions.

It is possible to ascertain, what the implemented “Socio-psychological art-technology of development of communicative competence of a person” promotes the realization of a subjective position by students in the process of socialization, expands the experience of positive interpersonal and group communication, as well as the experience of cooperation with various institutions of society. In addition, the range of social roles being mastered is being improved; developing interactive methods, creative opportunities in the social and professional and personal growth.

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