
Developing Students' Professional Communication Skills Based on Linguo-Pragmatic Approach in Teaching Logistics Terminology

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Annotation *This article examines the theoretical foundations of the linguo-pragmatic approach in teaching logistics terminology in English and its potential for developing professional communication skills. The study analyses the essence of ESP (English for Specific Purposes) methodology and linguo-pragmatic competence, substantiating their role in logistics education. The linguo-pragmatic approach presupposes studying language units from the perspective of communicative situation, social context, and communicative purpose. Works of Hutchinson and Waters, Dudley-Evans and St John, and Basturkmen are reviewed alongside studies by local researchers Muxamedjanova (linguo-pragmatic approach in medical ESP), Urunova (terminology instruction for robotics students), and Botirova (professional communication in logistics education). The article proposes a three-stage theoretical model comprising terminological input, linguo-pragmatic analysis, and communicative production for teaching logistics terminology. The study identifies key linguistic features of logistics terminology – polysemy, widespread use of abbreviations, and multi-word terminological units – and explains why a linguo-pragmatic approach is better suited to teaching them than traditional vocabulary instruction. The article is theoretical in nature and serves as a methodological basis for future empirical research.*

Keywords *Linguo-pragmatic approach, logistics terminology, ESP, professional communication, communicative competence, terminological vocabulary, authentic context*

Logistika terminologiyasini o'qitishda lingvopragmatik yondashuv asosida talabalarning kasbiy muloqot ko'nikmalarini rivojlantirish

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Annotatsiya *Ushbu maqola logistika terminologiyasini ingliz tilida o'qitishda lingvopragmatik yondashuvning nazariy asoslarini va kasbiy muloqot ko'nikmalarini rivojlantirishdagi imkoniyatlarini ko'rib chiqadi. Maqolada ESP (English for Specific Purposes) metodologiyasi va lingvopragmatik kompetentsiyaning mohiyati tahlil qilinib, ularning logistika ta'limidagi o'rni asoslab beriladi. Lingvopragmatik yondashuv til birliklarini muloqot vaziyati, ijtimoiy kontekst va kommunikativ maqsad nuqtai nazaridan o'rganishni ko'zda tutadi. Hutchinson va Waters, Dudley-Evans va St John, Basturkmen asarlari hamda mahalliy tadqiqotchilar – Muxamedjanova, Urunova va Botirova – ishlari sharhlangan. Logistika*

terminologiyasini o'qitish uchun uch bosqichli nazariy model taklif etiladi. Logistika terminologiyasining asosiy lingvistik xususiyatlari aniqlanib, lingvopragmatik yondashuvning maqsadga muvofiqligi asoslab beriladi. Maqola nazariy xarakter kasb etib, kelajakdagi empirik tadqiqotlar uchun metodologik asos bo'lib xizmat qiladi. Shu bilan birga, logistika terminologiyasini o'qitish uchun terminologik kirish, lingvo-pragmatik tahlil va kommunikativ ishlab chiqish bosqichlaridan iborat uch bosqichli nazariy modelni taklif etadi. Tadqiqot logistika terminologiyasining asosiy lingvistik xususiyatlarini – ko'p ma'nolilik (polisemiya), qisqartmalarning keng qo'llanilishi va ko'p komponentli termin birliklarini aniqlaydi hamda ularni o'qitishda an'anaviy lug'at o'rgatishdan ko'ra lingvo-pragmatik yondashuv nega samaraliroq ekanini tushuntiradi. Maqola nazariy xarakterga ega bo'lib, kelgusidagi empirik tadqiqotlar uchun metodologik asos vazifasini bajaradi.

Kalit so'zlar *Lingvopragmatik yondashuv, logistika terminologiyasi, ESP, kasbiy muloqot, kommunikativ kompetentsiya, terminologik leksika, autentik kontekst*

Развитие профессиональных коммуникативных навыков студентов на основе лингвопрагматического подхода при обучении логистической терминологии

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Аннотация *Данная статья посвящена рассмотрению теоретических основ лингвопрагматического подхода в обучении логистической терминологии на английском языке и его потенциала для развития профессиональных коммуникативных навыков. В работе анализируются сущность методологии ESP (English for Specific Purposes) и лингвопрагматической компетенции, обосновывается их роль в логистическом образовании. Лингвопрагматический подход предполагает изучение языковых единиц с точки зрения коммуникативной ситуации, социального контекста и коммуникативной цели. Рассмотрены труды Хатчинсона и Уотерса, Дадли-Эванса и Сент-Джон, Бастуркмен, а также исследования отечественных учёных – Мухамеджановой, Урунновой и Ботировой. Предложена трёхэтапная теоретическая модель обучения логистической терминологии. Определены ключевые лингвистические особенности логистической терминологии и обоснована целесообразность применения лингвопрагматического подхода. Статья носит теоретический характер и служит методологической основой для будущих эмпирических исследований.*

Ключевые слова *Лингвопрагматический подход, логистическая терминология, ESP, профессиональная коммуникация, коммуникативная компетентность, терминологическая лексика, аутентичный контекст*

Introduction

The rapid development of global trade and the growing integration of logistics into the international economic system have created an urgent demand for logistics professionals capable of communicating effectively in English. In Uzbekistan, this demand has increased significantly due to the country's active integration into international trade networks and the implementation of the "New Uzbekistan" development strategy, which places considerable emphasis on the transport and logistics sector. Higher education institutions are therefore expected to prepare logistics graduates who possess not only professional knowledge but also the ability to communicate in English with confidence and accuracy (Hutchinson & Waters, 1987).

Traditional methods of language instruction often treat vocabulary as a set of isolated items to be memorized, detached from real communicative contexts. This approach is particularly insufficient for logistics terminology, which functions within specific professional situations involving negotiation, documentation, and coordination across international borders. A student who has memorized the term "consignment" but does not know how to use it in a letter of complaint or a customs declaration cannot be considered professionally competent. This gap between vocabulary knowledge and communicative ability calls for a more context-sensitive approach to teaching.

The linguo-pragmatic approach offers a theoretically grounded and practically effective solution to this problem. By studying language units not in isolation but in relation to their communicative function, social context, and speaker intention, this approach bridges the gap between knowing a term and using it appropriately. When integrated with ESP (English for Specific Purposes) methodology, the linguo-pragmatic approach creates a

coherent framework for preparing logistics students for real professional communication (Muxamedjanova, 2022).

The present article aims to examine the theoretical foundations of the linguo-pragmatic approach in teaching logistics terminology, to describe the key linguistic features of logistics terms, and to propose a three-stage model for classroom implementation. The article is theoretical in nature and lays the groundwork for future empirical research to be conducted with first-year full-time logistics students at higher education institutions in Uzbekistan.

Literature review

The theoretical foundation of English for Specific Purposes (ESP) was established by Hutchinson and Waters (1987) in their seminal work "English for Specific Purposes: A Learning-Centred Approach." They defined ESP as an approach to language teaching based on learner needs analysis, arguing that all decisions regarding content and method should be derived from the learners' reasons for learning. This principle is particularly relevant for logistics education, where students have a clearly defined professional purpose that can guide curriculum design (Hutchinson & Waters, 1987).

Dudley-Evans and St John (1998) further developed ESP theory by expanding the role of the ESP practitioner. In their framework, the ESP teacher is not simply a language instructor but a researcher, collaborator, and course designer who works closely with subject specialists. Their work also highlighted the central importance of authentic materials – real professional texts, documents, and communicative exchanges – in developing learners' ability to function in target professional contexts (Dudley-Evans & St John, 1998).

Basturkmen (2010) contributed significantly to the understanding of pragmatic competence within ESP. Her research demonstrated that effective professional

communication requires more than grammatical accuracy: it demands awareness of speech acts, discourse conventions, and the social norms governing professional interaction. Basturkmen argued that ESP courses should explicitly teach these pragmatic dimensions rather than assuming learners will acquire them incidentally (Basturkmen, 2010).

Among Uzbek scholars, Muxamedjanova (2022) examined the linguo-pragmatic and cross-cultural approach to teaching professional foreign language communication in the context of international academic mobility, with a focus on English in medical education. Her research demonstrated the necessity of integrating pragmatic awareness into language instruction and proposed methodological guidelines for developing communicative competence in a professional context. Urunova (2021) investigated the improvement of terminological vocabulary instruction for robotics students, substantiating the importance of contextualised vocabulary teaching for developing professional competence. Botirova (2021) specifically focused on logistics students, analysing the role of metacognitive and cross-cultural approaches in developing professional communicative competence and establishing the need for specialised methodological solutions in logistics language education (Botirova, 2021).

Collectively, the existing literature establishes the theoretical basis for the present study. However, as noted by Botirova (2021), the specific intersection of linguo-pragmatic approach and logistics terminology instruction has not yet been examined as an independent, systematic research problem. The present article addresses this gap.

Theoretical Framework: The Linguo-Pragmatic Approach

Linguo-pragmatics occupies the intersection of linguistics and pragmatics, studying how language units function in real communicative situations. Unlike purely structural or semantic approaches, which focus

on the form and meaning of language items, the linguo-pragmatic approach investigates how those items are used to accomplish communicative goals in specific social contexts. Applied to language teaching, this means that learners are not simply taught what a term means but how, when, why, and by whom it is used (Muxamedjanova, 2022).

Within the linguo-pragmatic framework, the central unit of analysis is the speech act – a language action that accomplishes something in the world, such as requesting, promising, refusing, or confirming. In logistics communication, many terms are embedded within specific speech acts. For example, the term “force majeure” typically appears in the speech act of liability exemption; “delivery terms” are embedded in acts of negotiation or contract specification. Teaching these terms within their speech act contexts gives learners a richer and more functional understanding than simple definition-memorisation (Hutchinson & Waters, 1987).

The linguo-pragmatic approach also emphasises discourse awareness – the ability to understand how language functions across longer stretches of communication such as emails, reports, and negotiations. Logistics professionals regularly engage in multi-turn written and oral interactions in which terms must be used consistently, appropriately, and in relation to the overall communicative purpose. Developing this awareness requires learners to work with complete communicative texts rather than isolated sentences (Dudley-Evans & St John, 1998).

Linguistic Features of Logistics Terminology

Logistics terminology possesses several distinctive linguistic features that make it particularly challenging to teach through conventional methods and that reinforce the case for a linguo-pragmatic approach.

First, logistics terms are characterised by professional polysemy – they carry meanings in the logistics context that differ from their

everyday uses. The word “clearance,” for instance, means approval or the act of clearing goods through customs in logistics, but has broader general meanings in everyday English. The term “lead time” refers specifically to the period between the initiation and completion of a production or delivery process – a meaning that is opaque to a learner who encounters the words “lead” and “time” independently. Learners must therefore encounter these terms in context to acquire their professional meanings (Urunova, 2021).

Second, logistics communication relies heavily on abbreviations and acronyms. Terms such as FOB (Free on Board), CIF (Cost, Insurance and Freight), ETA (Estimated Time of Arrival), 3PL (Third-Party Logistics), and SKU (Stock Keeping Unit) are ubiquitous in professional documents and oral communication. These abbreviations cannot simply be memorised in a list; learners must understand the contractual, operational, or regulatory contexts in which each is used (Basturkmen, 2010).

Third, logistics terminology is largely composed of multi-word units – fixed or semi-fixed phrases that function as single terminological items. Expressions such as “supply chain management,” “just-in-time delivery,” “reverse logistics,” and “last-mile delivery” cannot be decoded from their constituent words and must be taught and learned as whole units. The linguo-pragmatic approach, by situating these units within authentic communicative contexts, allows learners to develop a feel for how these phrases pattern in professional discourse (Dudley-Evans & St John, 1998).

A Three-Stage Model for Linguo-Pragmatic Instruction

On the basis of the theoretical considerations outlined above, the present article proposes a three-stage model for teaching logistics terminology through a linguo-pragmatic approach.

The first stage is terminological input. At this stage, new terminology is introduced

through authentic professional materials such as logistics contracts, bills of lading, freight invoices, and professional email correspondence. Learners are not asked to memorise definitions but to observe how terms function within these documents: which speech act does the term appear in? What is the communicative purpose of the document? Who is the intended reader? This observational engagement activates learners’ pragmatic awareness from the outset (Basturkmen, 2010).

The second stage is linguo-pragmatic analysis. Learners examine the communicative function of each term more explicitly. Guided by questions from the instructor, they identify the speech act in which the term appears, consider whether its use is formal or informal, and analyse how the term contributes to the overall communicative purpose of the text. This analytical stage develops metalinguistic awareness and helps learners understand terminology not as static vocabulary but as dynamic communicative resources (Muxamedjanova, 2022).

The third stage is communicative production. Learners apply the terminology they have studied in productive communicative tasks that simulate real logistics situations: writing emails to suppliers, role-playing customs negotiations, drafting sections of a logistics contract, or preparing oral reports on supply chain disruptions. At this stage, accuracy of term use is evaluated not only in terms of correct form but also in terms of appropriateness to the communicative situation – a criterion that reflects the linguo-pragmatic orientation of the model (Botirova, 2021).

Discussion

The proposed model integrates the core principles of ESP methodology with the insights of linguo-pragmatics to create a coherent and contextually grounded approach to logistics terminology instruction. Several important theoretical implications emerge from this integration.

First, the model challenges the traditional separation between vocabulary instruction and communication skills development. In conventional language teaching, vocabulary is often treated as a precondition for communication – learners must first learn words before they can use them. The linguo-pragmatic approach reverses this logic: terminology is acquired through communicative engagement. Learners encounter terms in context, analyse their pragmatic function, and produce them in communicative tasks. This process is more consistent with how professional language is acquired in naturalistic settings (Hutchinson & Waters, 1987).

Second, the emphasis on authentic materials is theoretically significant. Authentic logistics documents – written by and for professionals in real communicative situations – carry implicit pragmatic information that pedagogically constructed exercises cannot replicate. The register, tone, and discourse conventions of a real freight invoice or a genuine letter of claim provide learners with exposure to the full complexity of professional communication (Dudley-Evans & St John, 1998).

Third, the model has clear implications for the role of the logistics language teacher. In line with the ESP practitioner model proposed by Dudley-Evans and St John (1998), the teacher is not simply a transmitter of vocabulary but a facilitator of professional discourse socialisation. This requires the teacher to develop familiarity with logistics as a professional domain and to design learning activities that reflect authentic professional communicative practices (Urunova, 2021).

It is important to acknowledge the limitations of the present article. As a theoretical study, it does not provide empirical evidence for the effectiveness of the proposed model. The claims made here are grounded in existing literature rather than in data collected from actual classroom contexts. Future research will need to test the

model through experimental or quasi-experimental designs involving logistics students at Uzbek universities, measuring the development of both terminological knowledge and communicative competence (Botirova, 2021).

Conclusion

This article has examined the theoretical foundations of the linguo-pragmatic approach in teaching logistics terminology in English. The review of existing literature has confirmed that ESP methodology, as developed by Hutchinson and Waters (1987) and Dudley-Evans and St John (1998), provides a strong theoretical basis for context-sensitive language instruction. The linguo-pragmatic approach, as theorised by Basturkmen (2010) and applied to professional communication by Muxamedjanova (2022), offers a principled means of developing not only learners' terminological knowledge but also their ability to deploy that knowledge appropriately in real communicative situations.

The article has also described the key linguistic features of logistics terminology – professional polysemy, reliance on abbreviations, and the prevalence of multi-word terminological units – and has argued that these features make the linguo-pragmatic approach particularly suitable for logistics language education. A three-stage instructional model comprising terminological input, linguo-pragmatic analysis, and communicative production has been proposed as a practical framework for implementing this approach in the classroom.

The present study is theoretical in scope. The proposed model has not yet been empirically tested, and its effectiveness in actual pedagogical settings remains to be demonstrated. Future research is planned involving first-year full-time logistics students at higher education institutions in Uzbekistan, with the aim of developing and trialling a complete set of linguo-pragmatic exercises and evaluating their impact on students' professional communication competence. It is

hoped that this article will serve as a useful theoretical foundation for that empirical work

and will contribute to the growing body of research on ESP instruction in Uzbekistan.

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