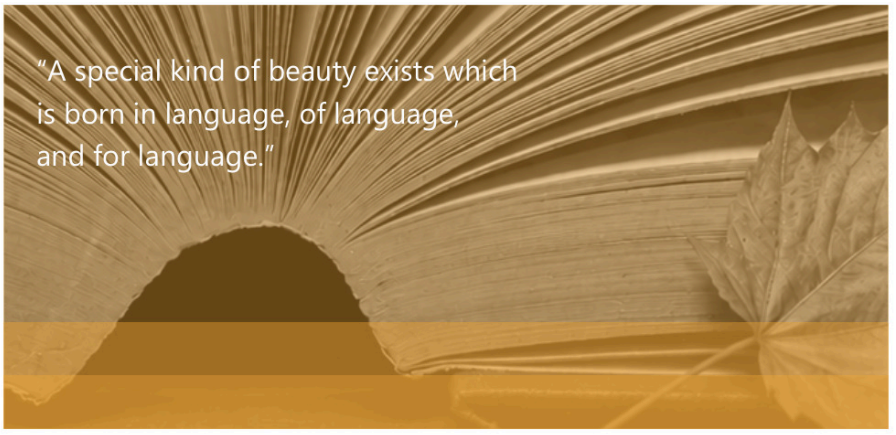
VOLUME 10, OCTOBER 2026
ISSN: 3060-4958







The Lingua Spectrum



UZBEKISTAN STATE WORLD
LANGUAGES UNIVERSITY

MORE INFO:

www.lingvospektr.uz

t.me/thelinguaspectrum

Kholmuradova L.E., Axmadova G.K.	Games for developing communicative skills in primary school	507
Axmadaliyeva X.A.	The effectiveness of developing life skills among grade 10–11 students through the CLIL approach	517
Abdurasulova N.A.	Fostering professional readiness among tourism students through contextualized English language learning	527
Ismailov Y.N.	Intangible cultural heritage as an object of didactic authenticity in German language teaching (a comparison of Germany and Uzbekistan)	535
Djurayeva M.Sh.	Project tasks based on comparative analysis of culturally situated communication in English speaking classes	543
Rakmankulova N.Kh.	Pedagogical conditions for developing the cognitive competence of future teachers through facilitative interaction	553
TRANSLATION		**564**
Mamatqulova L.B., Salisheva Z.I.	Translation strategies for culture-bound units in Chinese spring festival greetings into Uzbek	565
Uzakova L.A.	Translation issues of wedding-related phraseological units and the degree of equivalence	573
Mamatqulova L.B., Salisheva Z.I.	National and cultural concepts in Chinese mid-autumn festival (中秋节) greetings and their translation into Uzbek	582
Akhmedova A.N., Mirzayeva M.B.	Contextual semantics of literary portrait units and their functional correspondence in translation	590
Akhmedova A.N., Batirova Kh.E.	Grammatical and Syntactic Transformations in the Translation of Short News Items of Higher Education Institutions between Uzbek and English	601
HISTORY		**609**
Namazov A.T.	Uzbekistan 1930–1939: the period of the Latin alphabet	610
CONTENTS		**615**

Fostering professional readiness among tourism students through contextualized English language learning

Abdurasulova Nilufar Abdusalim qizi
anilufary@gmail.com
Second-Year Doctoral Student,
Senior Lecturer,
Department of Foreign Language Teaching Methodology and Educational Technologies,
Uzbekistan State World Languages University
Senior Lecturer,
Department of Foreign Languages,
Uzbekistan State University of Journalism and Mass Communications

Annotation *This article examines theoretical and practical foundations for developing professional competence in tourism students through English instruction. Competence is viewed as a combination of knowledge, skills, attitudes, and effective action in professional situations. The article outlines linguistic, sociocultural, pragmatic, technological, and interpersonal components needed to communicate with international visitors. It reviews teaching approaches connecting classroom learning with tourism workplace demands, including experiential learning, case-based instruction, role-play, authentic materials, and digital platforms. The study used a mixed-methods design with 58 undergraduate tourism students during an eight-week intervention. Needs-analysis questionnaires, classroom observations, and performance-based assessments examined changes in communication and professional task performance. Average assessment results increased from 56% before instruction to 81% afterward. Improvements were reported in handling guest inquiries, explaining itineraries, resolving complaints, and adapting language to intercultural contexts. The article recommends aligning English curricula with tourism-industry communication needs and creating authentic, practice-oriented learning environments to strengthen students' professional readiness and employability.*

Keywords *Professional competence, tourism education, English instruction, intercultural communication, experiential learning, ESP methodology, applied linguistics, digital tools*

Turizm yo'nalishi talabalarida ingliz tilini kontekstual o'qitish orqali kasbiy tayyorgarlikni shakllantirish

Abdurasulova Nilufar Abdusalim qizi
anilufary@gmail.com
2-bosqich doktoranti,
Xorijiy tillarni o'qitish metodikasi va ta'lim texnologiyalari kafedrasi katta o'qituvchisi,
O'zbekiston davlat jahon tillari universiteti
Xorijiy tillar kafedrasi katta o'qituvchisi,
O'zbekiston jurnalistika va ommaviy kommunikatsiyalar universiteti

Annotatsiya *Ushbu maqolada ingliz tilini o‘qitish orqali turizm yo‘nalishi talabalarining kasbiy kompetensiyasini rivojlantirishning nazariy va amaliy asoslari yoritiladi. Kasbiy kompetensiya bilim, ko‘nikma, munosabat va real kasbiy vaziyatlarda samarali harakat qilish qobiliyatining yaxlit majmuasi sifatida talqin etiladi. Tadqiqotda xalqaro sayyohlar bilan muloqot uchun zarur bo‘lgan lisoniy, sotsiomadaniy, pragmatik, texnologik va shaxslararo tarkibiy qismlar ko‘rib chiqiladi. Shuningdek, auditoriyadagi ta’limni turizm sohasi talablari bilan bog‘laydigan tajribaga asoslangan o‘qitish, keys usuli, rolli simulyatsiyalar, autentik materiallar va raqamli platformalar tahlil qilinadi. Tadqiqot sakkiz haftalik ta’limiy aralashuv davomida 58 nafar bakalavriat talabasi ishtirokidagi aralash metodlar dizayniga asoslangan. O‘zgarishlarni aniqlash uchun ehtiyojlarni tahlil qilish so‘rovnomalari, dars kuzatuvlari va amaliy topshiriqlardan foydalanilgan. O‘rtacha baholash ko‘rsatkichi mashg‘ulotlardan oldingi 56 foizdan keyin 81 foizga oshgan. Mehmonlar savollariga javob berish, marshrutlarni tushuntirish, shikoyatlarni hal qilish va madaniyatlararo vaziyatlarda mos til tanlash ko‘nikmalari yaxshilangan. Maqolada ingliz tili dasturlarini turizm sanoatining kommunikativ ehtiyojlariga moslashtirish hamda kasbiy tayyorgarlik va bandlik imkoniyatlarini kuchaytiruvchi amaliy o‘quv muhitini yaratish tavsiya etiladi.*

Kalit so‘zlar *Kasbiy kompetentsiya, turizm ta'limi, ingliz tilini o‘qitish, madaniyatlararo muloqot, tajribaga asoslangan o‘qitish, ESP metodologiyasi, amaliy lingvistika, raqamli vositalar*

Формирование профессиональной готовности студентов туристического направления посредством контекстуализированного обучения английскому языку

Абдурасулова Нилуфар Абдусалим кизи
anilufary@gmail.com
Докторант второго курса,
Старший преподаватель кафедры методики преподавания языков и образовательных технологий,
Узбекский государственный университет мировых языков
Старший преподаватель кафедры иностранных языков,
Узбекский государственный университет журналистики и массовых коммуникаций

Аннотация *В статье рассматриваются теоретические и практические основы развития профессиональной компетентности студентов туристического направления посредством обучения английскому языку. Профессиональная компетентность трактуется как целостное сочетание знаний, умений, установок и способности эффективно действовать в реальных профессиональных ситуациях. Анализируются языковой, социокультурный, прагматический, технологический и межличностный компоненты, необходимые для общения с иностранными туристами. Также рассматриваются методы, связывающие обучение в аудитории с требованиями туристической отрасли: обучение на основе опыта, кейс-*

метод, ролевые симуляции, аутентичные материалы и цифровые туристические платформы. Исследование проведено в рамках смешанного дизайна с участием 58 студентов бакалавриата и восьминедельного учебного вмешательства. Для оценки изменений использовались анкеты анализа потребностей, наблюдения за занятиями и практические задания. Средний показатель оценивания, согласно представленным результатам, повысился с 56% до обучения до 81% после него. Отмечены улучшения в ответах на запросы гостей, объяснении маршрутов, разрешении жалоб и выборе уместных языковых средств в межкультурных ситуациях. В статье рекомендуется согласовывать программы английского языка с коммуникативными потребностями туристической индустрии и создавать аутентичную практико-ориентированную образовательную среду для повышения профессиональной готовности и конкурентоспособности выпускников.

Ключевые слова *Профессиональная компетентность, туристическое образование, обучение английскому языку, межкультурная коммуникация, экспериментальное обучение, методология ESP, прикладная лингвистика, цифровые инструменты*

Introduction

The rapid transformation of the global tourism sector has intensified the need for specialists who possess not only linguistic proficiency but also a comprehensive set of professional competences enabling effective communication in diverse service contexts. As tourism is inherently interaction-driven, future specialists must be prepared to engage successfully with international clients, manage intercultural encounters, solve service-related problems, and utilize digital tools that shape contemporary tourism practices. In this respect, English language instruction has become a central component of professional training, serving as both a medium for communication and a platform for developing essential industry-specific skills. The theoretical foundations of competence-based education highlight that professional competence is a multifaceted construct integrating knowledge, skills, attitudes, and values that guide effective performance in real-life situations. This concept, largely influenced by the works of Le Boterf, Tardif, and Eraut, supports the view that competence emerges from meaningful, context-bound activity rather than isolated linguistic knowledge (Eraut, 2004; Le Boterf, 2010; Tardif, 2006).

Within tourism education, English instruction serves as an enabling mechanism that links theoretical knowledge with practical industry demands. As studies in applied linguistics and ESP methodology indicate, language learning becomes most effective when tasks mirror authentic workplace communication tour guiding, guest interaction, travel consulting, and conflict resolution. The practical foundations of competence development therefore lie in pedagogical strategies such as experiential learning, role-plays, case studies, digital simulations, and multimodal resources (Beard & Wilson, 2013). These strategies create immersive learning environments where students actively construct professional knowledge, develop autonomy, and refine their interpersonal and problem-solving skills. In response to the

evolving needs of the tourism industry, higher education institutions increasingly recognize the necessity of designing English curricula that cultivate industry-aligned competences. By integrating theoretical competence frameworks with practice-oriented instructional approaches, educators can foster graduates who are communicatively competent, culturally responsive, and professionally adaptive. This introduction provides the conceptual grounding for analyzing the theoretical and practical mechanisms that support the development of professional competence in tourism students through English language instruction (Graddol, 2006).

Literature review

The development of professional competence in tourism students through English language instruction is supported by a rich body of interdisciplinary research spanning education, applied linguistics, and tourism studies. Foundational competence theorists such as Le Boterf and Tardif emphasize that competence is not merely the acquisition of knowledge but the ability to mobilize cognitive, affective, and behavioral resources in real professional situations. Their insights underscore the importance of contextualized learning activities that simulate workplace realities. Eraut's studies on informal and situated learning further highlight that authentic professional performance emerges through continuous engagement with complex, practice-oriented tasks.

In the field of applied linguistics, scholars like Mishan and Chambers argue that effective language instruction for professional purposes must integrate meaningful tasks, multimodal input, and learner autonomy (Mishan & Chambers, 2010). This aligns closely with ESP methodology, which prioritizes needs analysis and domain-specific communicative practices as the basis for curriculum design. Intercultural communication research by Phipps and Gonzalez also contributes to the competence framework by showing that tourism professionals require cultural sensitivity, empathy, and reflective awareness to navigate diverse client interactions successfully (Phipps & Gonzalez, 2004).

Tourism education research, including the work of Gökmen, demonstrates that blended learning environments, digital tools, and experiential activities significantly enhance students' professional readiness (Gökmen, 2019). Collectively, these studies show that the integration of theoretical competence models with practice-based English instruction creates a robust foundation for developing industry-relevant professional competence among tourism students.

Research methodology

This study employs a mixed-methods research design that integrates quantitative measurement of competence development with qualitative exploration of learner experiences. The target population consists of 58 undergraduate tourism students enrolled in an English for Tourism Purposes course at a higher education institution. Participants were selected through purposive sampling to ensure representation of diverse proficiency levels and learning backgrounds relevant to professional communication in tourism.

Data were collected through three complementary instruments. First, a structured needs-analysis questionnaire assessed students' linguistic, intercultural, and professional communication gaps. Second, classroom observations documented learners' engagement during experiential activities, including role-plays, case studies, and digital simulations. Third, performance-based assessments evaluated students' competence in tasks aligned with real tourism contexts such as guest interaction, tour guiding, itinerary explanation, and conflict resolution.

The instructional intervention spanned eight weeks and was built upon competence-based pedagogy incorporating experiential learning, multimodal materials, and case-based instruction. Lesson modules integrated authentic texts, workplace simulations,

customer-service dialogues, and digital tourism tools to create context-rich learning environments. Quantitative data were analyzed using descriptive statistics to identify improvements in linguistic and professional indicators, while qualitative data underwent thematic coding to capture patterns in learner perceptions and behavioral change. This methodology ensures a holistic understanding of how English instruction supports professional competence development in tourism students.

Results and Discussion

The findings of the study demonstrate a clear and measurable improvement in the professional competence of tourism students following the eight-week instructional intervention. Quantitative results from performance-based assessments reveal substantial gains across all evaluated dimensions linguistic proficiency, pragmatic fluency, intercultural awareness, and professional task execution. Students' overall competence scores increased from an average of 56% in the pre-test to 81% in the post-test, indicating that competence-based English instruction significantly contributed to enhancing workplace-relevant communication skills. The strongest improvements were observed in tasks requiring applied problem-solving and service-oriented communication. For instance, students showed notable progress in handling guest inquiries, providing itinerary explanations, and resolving customer complaints. Their ability to select polite, context-appropriate language and use tourism-specific terminology improved by approximately 25 percentage points. Enhanced pragmatic fluency was evident in students' greater confidence during role-plays simulating hotel reception interactions, tour commentary, and intercultural dialogue scenarios.

Qualitative data from student reflections provide additional insight into these gains. Learners reported that experiential and case-based activities allowed them to visualize authentic tourism situations, thus improving their ability to respond effectively and appropriately. Many highlighted that digital tools – such as virtual tours, multimodal promotional materials, and online booking simulations – helped bridge classroom learning with real industry practices. Students also emphasized increased confidence in interacting with foreign clients, attributing this to repeated engagement in culturally diverse scenarios.

Classroom observations further corroborated these findings by documenting increased learner autonomy, collaboration, and willingness to initiate communication. Students became more competent in negotiating meaning, adjusting tone based on client expectations, and employing problem-solving strategies during service-related challenges. Collectively, the results confirm that integrating theoretical competence frameworks with practice-oriented English instruction leads to a significant enhancement of professional competence among tourism students, aligning their communication abilities with current tourism industry standards.

Competence Category	Specific Indicator	Description of Skill	Pre-test (%)	Post-test (%)	Change (±%)
Linguistic Competence	Vocabulary Range	Use of tourism-specific terminology in correct contexts	58	83	+25
	Grammatical Accuracy	Correct use of structures in spoken/ written communication	60	81	+21

	Discourse Coherence	Ability to structure explanations, descriptions, itineraries	55	79	+24
Pragmatic Competence	Politeness Strategies	Use of softening devices, customer-friendly language	52	78	+26
	Problem-Solving Interaction	Handling complaints, offering solutions, negotiating with clients	54	84	+30
	Service Etiquette	Use of appropriate greetings, closings, and professional manners	57	82	+25
Intercultural Competence	Cultural Awareness	Understanding guests' cultural norms and expectations	50	78	+28
	Cross-cultural Mediation	Adjusting communication style during intercultural interactions	49	80	+31
	Stereotype Avoidance & Sensitivity	Awareness of culturally sensitive expressions	47	76	+29
Professional Communication	Tour Guiding Performance	Delivering commentary, giving directions, answering questions	56	85	+29
	Reception & Front-office Dialogues	Hotel check-in/out, reservations, guest inquiries	58	86	+28
	Travel Consultation & Itinerary Explanation	Advising clients, describing destinations, explaining schedules	59	83	+24
Digital & Multimodal Skills	Use of Digital Tourism Tools	Using virtual tours, booking systems, multimodal materials	53	82	+29
	Handling Online Customer Communication	Email/chat etiquette, responding to client queries online	55	80	+25
	Multimodal Presentation Skills	Using visuals, maps, videos in tourism presentations	54	81	+27

Table 1.

The results of this study demonstrate that a competence-based approach, when systematically integrated into English language instruction, plays a transformative role in developing the professional competence of tourism students. The significant improvements observed across linguistic, pragmatic, intercultural, and digital competence indicators reflect the efficiency of pedagogical strategies grounded in experiential learning, contextualized communication, and authentic industry tasks. These findings strongly support the theoretical positions of Le Boterf and Tardif, who argue that competence emerges not from isolated knowledge, but through the dynamic mobilization of skills in meaningful contexts.

One of the most salient outcomes is the substantial increase in students' pragmatic and intercultural competences. This demonstrates that classroom activities simulating real tourism scenarios such as hotel reception dialogues, tour guiding sessions, and conflict-resolution role-plays effectively develop students' ability to navigate unpredictable service interactions (Light et al., 2009). Such results align with Gökmen's findings that scenario-based learning significantly boosts professional readiness in tourism students. Learners' increased confidence further underscores the motivational benefit of practice-oriented instruction, confirming Eraut's view that competence deepens through repeated exposure to authentic tasks.

The study also highlights the growing importance of digital and multimodal skills within tourism communication. Students' improved performance in using virtual tours, online booking systems, and multimodal presentation tools indicates that technology-rich instruction prepares them for modern tourism environments that increasingly rely on digital interfaces (King, 2013). These outcomes support current trends in tourism education, where blended and technology-enhanced learning are recognized as essential for workforce preparation. Overall, the discussion reveals that competence-driven English instruction equips tourism students with a holistic set of abilities linguistic precision, service-oriented interaction, cultural adaptability, and digital fluency necessary for successful performance in the global tourism sector. The results advocate for sustained integration of competence-based methodologies in higher education to ensure alignment between academic training and professional industry expectations.

Conclusion

The findings of this study confirm that a competence-based approach to English language instruction provides a robust and effective framework for developing the professional competence of tourism students. By integrating linguistic, pragmatic, intercultural, and digital skills into a cohesive pedagogical model, such instruction builds learners' readiness for authentic communication scenarios that characterize the tourism industry. The significant improvements observed across all competence indicators demonstrate that learning becomes more meaningful and transferable when students engage in tasks that mirror real workplace challenges such as guest interaction, problem-solving, tour guiding, and cross-cultural communication.

The use of experiential learning, role-play simulations, multimodal resources, and digital tourism tools proved particularly effective in enhancing learners' confidence, adaptability, and professional autonomy. These outcomes reinforce the theoretical perspectives emphasizing that competence emerges through practice, reflection, and contextual application rather than through knowledge acquisition alone. Student reflections further reveal that competence-oriented instruction increases motivation and awareness of professional expectations.

Given the dynamic nature of the global tourism sector, higher education institutions must continue to prioritize competence-based curriculum design that aligns English language

instruction with industry standards. Future studies may explore long-term competence retention, inter-university program comparisons, and the role of emerging technologies in training tourism specialists. Overall, a competence-based English teaching model equips students with essential capabilities for successful professional performance and sustainable employability in the tourism field.

References:

1. Beard, C., & Wilson, J. P. (2013). *Experiential learning: A handbook for education and training*. Kogan Page.
2. Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education, 26*(2), 247–273.
3. Gökmen, A. (2019). Tourism students' professional skills development. *Journal of Hospitality and Tourism Education, 31*(4), 195–204.
4. Graddol, D. (2006). *English next.* The British Council.
5. King, J. (2013). Silence in the second language classroom. *Applied Linguistics, 34*(3), 325–345.
6. Le Boterf, G. (2010). *Construire les compétences professionnelles.* Éditions d'Organisation.
7. Light, G., Cox, R., & Calkins, S. (2009). *Learning and teaching in higher education.* Sage.
8. Mishan, F., & Chambers, A. (2010). *Perspectives on language learning materials development.* Peter Lang.
9. Phipps, A., & Gonzalez, M. (2004). *Modern languages: Learning and teaching in an intercultural field.* Sage.
10. Tardif, J. (2006). *L'évaluation des compétences.* Chenelière Éducation.