

## **Issues Related to the Development of Professional Speech for Future Specialists in the Field of Tourism During English Language Training**

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**Abstract:** This research addresses the key issues involved in the development of professional speech for future specialists in the tourism industry while learning English. The study explores pedagogical approaches and technologies that foster the acquisition of specialized terminology and communication skills necessary for tourism professionals. It also considers the importance of immersive and contextual learning, which enhances both language proficiency and industry-specific competence. By examining current methodologies and offering practical solutions for language instructors, this paper provides a framework for improving English language teaching in tourism faculties. The study highlights the role of collaborative learning, role-playing activities, and technology-based instruction in creating an engaging learning environment that prepares students for real-world professional interactions in the tourism sector.

**Keywords:** professional speech, tourism specialists, English language, pedagogy, immersive learning, communication skills, specialized terminology, collaborative learning.

### **Introduction**

The development of professional speech for future specialists in the field of tourism is an essential aspect of their education, particularly when learning English as a foreign language. The tourism industry is characterized by constant interaction with people from different cultural and linguistic backgrounds, making communication a critical skill for success. In this context, the ability to use English effectively in professional settings, including customer service, negotiation, and public speaking, is paramount. English, as a global lingua franca, plays a vital role in facilitating cross-cultural communication, and tourism professionals are expected to have both a high level of linguistic proficiency and the ability to apply industry-specific terminology in real-life scenarios. However, the challenge lies not only in teaching general English but in integrating professional speech development into language training. The complexity of this task requires the implementation of pedagogical technologies that focus on specialized vocabulary, context-based learning, and communicative practices. Tourism students must be able to convey complex information, answer inquiries, resolve conflicts, and provide detailed explanations of services all in English. Therefore, a targeted approach that combines language learning with the practical needs of the tourism sector is necessary. This paper examines the key issues and pedagogical challenges in developing professional speech among tourism students during their English language education. It highlights the need for immersive learning experiences that simulate real-world tourism scenarios, such as guided tours, customer interactions, and business meetings. By using role-playing, collaborative activities, and technology-enhanced instruction, educators can provide

a more engaging and practical learning environment. Such an approach not only improves linguistic proficiency but also helps students develop the soft skills necessary for successful communication in the tourism industry. Moreover, the study emphasizes the importance of cultural awareness in language instruction. Tourism professionals often work in multicultural settings, requiring them to adapt their communication styles to different cultural norms and expectations<sup>2</sup>. Therefore, teaching materials and methods should also focus on intercultural communication, preparing students to navigate the complexities of global tourism interactions. In conclusion, this research aims to provide a comprehensive framework for the development of professional speech in tourism specialists, focusing on English language training. By addressing the current challenges and offering practical solutions, the study seeks to enhance the overall effectiveness of language teaching in the tourism field, equipping students with the skills they need for future professional success.

- **A literature review.** The development of professional speech in tourism education, particularly in the context of English language training, has been extensively explored in academic literature. Jalolov emphasizes the importance of language teaching methodologies that integrate real-world applications, particularly in fields like tourism, where communication plays a vital role<sup>3</sup>. Bakiyeva highlights the role of pedagogical technologies, such as project-based learning and interactive simulations, in fostering students' ability to use specialized language effectively<sup>4</sup>. Sattorov delves into the importance of combining linguistic competence with professional expertise, arguing that students must not only master general language skills but also acquire the industry-specific vocabulary and communication strategies required in tourism<sup>5</sup>. Xoshimov expands on this by advocating for the inclusion of authentic materials, such as dialogues and scenarios drawn from the tourism industry, to enhance language instruction<sup>6</sup>. Pennycook and Kumaravadivelu explore broader post-method approaches, emphasizing the need for flexibility and adaptability in language teaching. These works suggest that teachers should move beyond rigid methodologies and adopt strategies that cater to the specific needs of learners, particularly those training for specialized professions<sup>7</sup>. Ellis and Brown provide insights into task-based language learning, which aligns with the needs of tourism students by offering practical, communicative tasks that reflect real-world professional situations.

- **Research methodology.** This study employs a mixed-methods approach, combining both qualitative and quantitative research techniques to explore the development of professional speech for future specialists in the field of tourism during English language training. The methodology is designed to gather comprehensive data on the effectiveness of various pedagogical strategies and their impact on students' professional language competence. The research involves a sample of 100 undergraduate tourism students from several universities, all of whom are enrolled in English for Specific Purposes (ESP) courses focused on the tourism industry. Additionally, 10 English language instructors specializing in tourism-related courses are included in the study to provide expert insights. Data is collected through multiple methods. First, pre- and post-course assessments are administered to measure the students' progress in both general and professional English language skills. These assessments include written tasks, oral presentations, and role-playing activities that simulate real-world tourism scenarios.

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<sup>1</sup> Brown, G. D. (2002). *Teaching and Assessing Communication Skills in English*. Cambridge: Cambridge University Press.

<sup>2</sup> Mahkamova, G. (2020). *Role of Pedagogy in Forming Speech Competence in Tourism*. Tashkent: Sharq Publishing.

<sup>3</sup> Jalolov, J. (2016). *English Language Teaching Methodology*. Tashkent: O'qituvchi Publishing House.

<sup>4</sup> Bakiyeva, G. (2018). *Pedagogical Technologies in Language Teaching*. Tashkent: Uzbekistan State World Languages University.

<sup>5</sup> Sattorov, T. (2015). *Developing Professional Competence in Tourism Students*. Tashkent: Turon Zamin Ziyo Publishing.

<sup>6</sup> Xoshimov, U. (2017). *Effective English for Tourism Students*. Tashkent: Fan va Texnologiya Publishing House.

<sup>7</sup> Kumaravadivelu, V. (2006). *Understanding Language Teaching: From Method to Postmethod*. Mahwah, NJ: Lawrence Erlbaum Associates.

Second, semi-structured interviews with the instructors are conducted to gather qualitative insights into the challenges and effective methods for teaching professional speech. These interviews explore the teachers' perspectives on the integration of industry-specific vocabulary, communicative strategies, and task-based learning in their courses<sup>8</sup>. Quantitative data from the assessments are analyzed using statistical tools to identify patterns in students' progress, while the qualitative data from interviews are subjected to thematic analysis to highlight key trends and recurring themes related to teaching strategies and professional speech development. This mixed-methods approach ensures a thorough investigation of how English language teaching can be tailored to meet the needs of future tourism specialists.

**- Analysis and results.** The analysis of the data gathered from both quantitative assessments and qualitative interviews offers valuable insights into the effectiveness of various pedagogical strategies in developing professional speech for tourism students during English language training.

The pre- and post-course assessments reveal a significant improvement in students' overall English language skills, particularly in areas of professional communication. The results indicate that students' ability to use industry-specific terminology and engage in role-playing scenarios improved by an average of 35% by the end of the course. The most noticeable progress was observed in oral communication tasks, such as customer service role-plays and simulated guided tours. These tasks measured fluency, accuracy, and the correct application of tourism-specific language. Additionally, students showed a marked improvement in writing skills, especially when composing emails and reports common in the tourism industry. Statistical analysis using paired t-tests confirmed that the improvement in both oral and written communication was significant ( $p < 0.05$ ).

The interviews with instructors provided key insights into the challenges and successful methods of teaching professional speech. Most instructors reported that the integration of authentic materials, such as brochures, booking forms, and real-world case studies, played a crucial role in enhancing students' engagement and learning outcomes. Instructors highlighted that task-based learning activities, especially those mimicking real-world tourism scenarios like resolving customer complaints or conducting tours, were highly effective in helping students apply language skills in practical contexts.

One recurring theme from the interviews was the importance of immersive, collaborative learning. Instructors noted that group activities such as role-playing, debates, and project work encouraged students to actively use English in professional contexts. They also emphasized the role of technology, particularly in creating interactive learning environments through virtual tours and multimedia presentations. However, some instructors pointed out challenges related to students' varying levels of language proficiency, which sometimes hindered collaborative learning and required more individualized support.

Overall, the data suggests that pedagogical approaches combining task-based learning, authentic materials, and immersive, collaborative activities significantly contribute to the development of professional speech in tourism students. The improvement in both oral and written communication skills, as demonstrated by the assessments, indicates the effectiveness of these methods in preparing students for real-world professional interactions in the tourism sector.

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<sup>8</sup> Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.

Table 1. Assessment task improvement table.

№	Assessment task	Average score (%)	Improvement (%)
1	Oral communication (Pre-course)	50	0
2	Oral communication (Post-course)	85	35
3	Written communication (Pre-course)	45	0
4	Written communication (Post-course)	80	35

The table illustrates the average scores of tourism students in both oral and written communication tasks before and after the English language training. It shows significant improvements, with oral communication scores increasing from 50% to 85% and written communication scores rising from 45% to 80%, demonstrating a 35% improvement in both skill areas after the course.

**- Conclusion/Recommendations.** This study has demonstrated that the integration of professional speech development into English language training is crucial for preparing future specialists in the tourism industry. The significant improvements observed in students' oral and written communication skills underscore the effectiveness of pedagogical methods that emphasize task-based learning, immersive activities, and the use of authentic, industry-specific materials. These approaches not only enhanced the students' linguistic proficiency but also helped them acquire the professional competencies necessary for successful communication in the tourism sector.

The study highlights that task-based learning, which involves real-world tourism scenarios such as customer interactions, problem-solving, and guided tours, plays a pivotal role in bridging the gap between theoretical knowledge and practical application. By practicing in simulated environments, students build confidence and fluency in using specialized vocabulary and communication strategies that are critical in their future careers. Additionally, the incorporation of technology, including virtual tours and interactive multimedia tools, enriched the learning experience, making it more dynamic and reflective of modern industry practices. Based on these findings, several recommendations are put forth. First, it is recommended that educators further integrate task-based learning and collaborative activities into their curricula, ensuring that students have ample opportunities to engage in hands-on learning. Second, the use of authentic materials, such as tourism brochures, booking forms, and case studies, should be expanded, allowing students to work with real-world content. Third, technological tools should be consistently employed to create immersive learning environments that mirror the global nature of the tourism industry. Lastly, a focus on cultural competence should be emphasized, as tourism professionals need to navigate interactions across diverse cultural contexts. By following these recommendations, educators can more effectively prepare tourism students to succeed as professionals, equipping them with the communication skills and cultural awareness essential for the global tourism market.

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