

## THE PROBLEM OF DEVELOPING PROFESSIONAL COMPETENCE IN FUTURE TOURISM SPECIALISTS IN THE PROCESS OF LEARNING ENGLISH IN SCIENTIFIC AND METHODOLOGICAL LITERATURE

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**Abstract:** This article explores the issue of developing professional competence in future tourism specialists through English language instruction, as examined in scientific and methodological literature. The relevance of integrating language learning with professional training is emphasized, given the global nature of the tourism industry. The article reviews theoretical foundations, teaching strategies, and practical approaches that contribute to the formation of communicative, intercultural, and industry-specific skills in tourism students. It also highlights the importance of aligning English language instruction with professional standards to ensure competitiveness in the international labor market.

**Keywords :** Tourism education, professional competence, English for Specific Purposes (ESP), communicative skills, intercultural communication, language instruction, tourism specialists.

### INTRODUCTION

In today's globalized world, the tourism industry demands specialists who are not only proficient in foreign languages but also possess strong professional competencies. English, as the global language of communication, plays a pivotal role in preparing future tourism professionals. Scientific and methodological literature emphasizes the need for a comprehensive approach that merges language acquisition with domain-specific knowledge. However, there is still a gap in effectively applying these theoretical principles in practice. This study is based on a qualitative analysis of recent scientific and methodological literature published between 2015 and 2024. Sources were selected from educational journals, conference proceedings, and monographs focusing on English for Specific Purposes (ESP), tourism education, and competence-based approaches. The content analysis method was applied to identify recurring themes, instructional models, and pedagogical strategies. The literature reveals several key issues:

**Fragmentation of Language and Professional Training:** Many programs treat English and tourism subjects as separate disciplines, leading to a lack of contextual learning.

**Lack of Practical Orientation:** Teaching materials often lack real-world scenarios that reflect actual workplace communication in the tourism sector.

**Insufficient Focus on Intercultural Competence:** The development of soft skills and cultural awareness is often overlooked.

**Teacher Preparation Gaps:** There is a shortage of educators trained in both language teaching and tourism content.

Despite these challenges, several effective strategies are proposed, including task-based learning, CLIL (Content and Language Integrated Learning), role-playing, case studies, and simulation activities. The integration of professional content into language instruction is essential to develop competent tourism specialists. According to various authors, using authentic materials and workplace simulations significantly improves language retention and confidence. Furthermore, including intercultural communication topics prepares students for global interactions. Collaboration between language and tourism faculty is also emphasized as a way to bridge theoretical and practical knowledge. In today's era of globalization, the tourism sector is rapidly developing on an international scale. Therefore, the formation of professional competence in future tourism specialists, especially in the process of learning English, is considered a significant methodological and pedagogical issue. A tourism professional must not only possess specialized knowledge but also be proficient in foreign languages, particularly English, to communicate effectively with international clients. In scientific literature, the concept of "professional competence" is multifaceted and includes the following components:

**Professional knowledge:** such as tourism theory, management, marketing, and intercultural communication

**Practical skills:** including customer service, organizing excursions, and providing high-quality services

**Personal qualities:** like leadership, initiative, and stress tolerance;

**Foreign language communication:** especially the ability to interact fluently in English.

The ability to communicate effectively in a foreign language is a key tool in professional activity.

### **Developing Professional Competence through English Language Learning**

#### **Linguistic Competence**

Future tourism specialists must master the grammatical, lexical, and phonetic aspects of the English language. This includes terminology related to hotels, transportation, excursions, and services.

#### **Communicative Competence**

This entails the ability to:

Construct meaningful dialogues;

Communicate politely and professionally with clients;

Respond promptly and accurately to customer inquiries.

#### **Intercultural Competence**

Given that tourism involves working with people of diverse nationalities, it is essential to consider cultural differences and demonstrate respect for the customs and traditions of foreign guests.

### English for Specific Purposes (ESP)

Within the ESP framework, English is taught not only for general communication but also through tasks, scenarios, and materials that are specifically tailored to the professional activities and terminology of the tourism industry.

### Approaches in Scientific and Methodological Literature

The following approaches are widely used in scientific and methodological sources:

**Integrative Approach:** combining language learning with professional training;

**Competency-Based Approach:** focusing not only on knowledge but also on the development of practical skills;

**Interactive Methods:** such as video materials, role-plays, dialogues, and service-based scenarios;

**Case Study Approach:** using real-life situations as a basis for teaching.

### CONCLUSION

Mastering English is an integral part of developing the professional competence of future tourism specialists. The process of teaching English should not be limited to grammar; it must be adapted to the needs of professional activity, focused on communication, and enriched with cultural content. Methodological research conducted in this direction plays an important role in enhancing the quality of education. Scientific and methodological literature clearly identifies the importance of developing professional competence alongside English language skills in tourism education. To meet modern industry demands, educational institutions must adopt interdisciplinary, communicative, and practice-oriented methods. Future research should focus on developing integrated curricula and evaluating the effectiveness of innovative teaching models in real educational settings.

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