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TEACHING AND PREPARATION OF COMPETITIVE GUIDES FOR TOURISM IN UZBEKISTAN

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Abstract. This paper examines how the tour guide interpreter's professional preparation impact to tourism service in Uzbekistan. Situated on the Silk Road, Uzbekistan has ever been one of the very attractive tourist destination. Recent political and economic changes in the country open wide doors for tourists. Increasing of the tourist quantity demands skillful experienced guides. Thus teaching guides needs new approaches, especially in foreign language teaching methods.

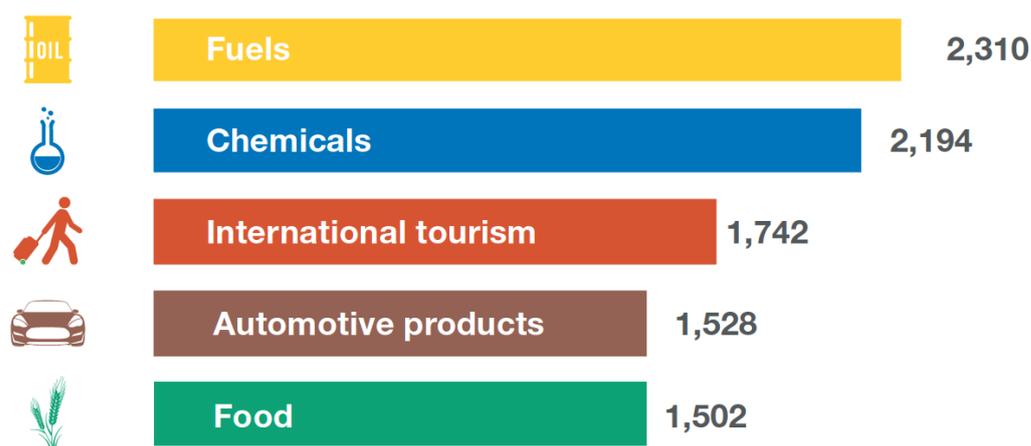
The article tries to shed light on what is professional competence of guides and identifies the term competence. Formation of professional competence of guides in tourism colleges and universities are our basic task and to reach this goal we should develop new methods and apply them for education. The works of famous scientists of the world as Jack Richard have been analyzed as well. Research methods are being planned to use in English language classes in Zomin tourism and service college.

Keywords: professional competence, teaching, words, formation, communication, guides, tourism, methodic, ESP.

INTRODUCTION

Tourism professionals should have excellent knowledge not only in their field, but also of other foreign languages such as, English for Specific Purposes (ESP) [1], Spanish for Specific Purposes (SSP) [2], which are aimed at professional and special purposes and so on. Uzbekistan is a part of the old **Silk Road** network of trade routes connecting the East and West originating at Xi'an

(Sian), the 4,000-mile (6,400-km) road, actually a caravan tract, followed the Great Wall of China to the northwest, bypassed the Takla Makan Desert, climbed the Pamirs (mountains), crossed Afghanistan, and went on to the Levant; from there the merchandise was shipped across the Mediterranean Sea. Few persons traveled the entire route, and goods were handled in a staggered progression by middlemen [3]. If to the attentive reader, we say welcome to ancient **Samarkand**, which was in crossroad of the Silk Road they definitely think again to visit this magic city with wonderful madrasas, mosques and definitely Registan Square. Of course, they would like to have an experienced skilled tour guide with deep **professional competency**. In International Tourism Highlights 2020 edition there mentioned tourism is the world's third largest export category after fuels and chemicals, and ahead of automotive products and food (2019).



Export earnings by product category, 2019 (USD billion)

Source: World Tourism Organization (UNWTO) and World Trade Organization (WTO).

Tourism generates USD 5 billion a day in exports Growth in tourism was driven by a relatively strong global economy, growing middle classes and rapid urbanization in emerging economies, affordable travel and visa facilitation, as well as technological advances and new business models [4]. In all this, tourist guides play an important role as ambassadors of their countries of origin. Growth in tourism In Uzbekistan driven by a relatively strong economy, help to grow middle classes and rapid urbanization, affordable travel and visa facilitations for 100 countries apart 2018, as well as technological advances and new business models serve as a key factor. While forming the professional competence of guide-

interpreters in Uzbekistan it is important to have a perfect knowledge of the terminology related to it, to create an appropriate system of exercises, taking into account the use of all competencies during the trip. The world community pays great attention to the economy, politics, culture, science, as well as tourism. Uzbekistan is a leader in the number of tourists in Central Asia, and every year it is important to train many qualified specialists in this field and to develop the linguistic and professional competence of guide-translators in foreign languages. Given the contribution of Uzbekistan to the development of this sector as a strategic sector of the economy (total income from tourism USD 1,481 billion worldwide in 2019) great attention is paid to the professional knowledge of professional vocabulary and communication on the subject, depending on the situation. In a foreign language, both competencies together form professional competence. Definitely, Uzbekistan had been a part of world integration society in all spheres of the life for last years. Open democratic politics of our government, quick development of international relations attracting world's famous entrepreneurs, businessperson and tourists as well. Both millennia history, art, architecture, food, nature and country's wonderful historical cities always had been magic place to visit here. Tourists flow to Uzbekistan has been increasing. Thus there is demand for highly qualified professional specialists in the sphere of tourism. Lately had been adopted Law about tourism of Uzbekistan aimed to regulate tourism relations. Document indicates that the responsible organ Uzbektourism national agency [5] helps to carry out scientific research works and organizes development of in-service re-training courses for tourism specialists [6, 315-316]. Indeed the list visa-free countries nowadays more than 100 and this leads to increase amount of tourists annually. The demand for English speaking guide-interprets has been increasing (e.g. in Uzbekistan we do not teach Danish, Swedish, Finnish, Slovenian, Vietnamese languages etc. too much. or teach in small amount and tourists of above mentioned countries demand English speaking guides). The second place occupied by Spanish language after Chinese, because more than Spain 18 Ibero American countries tourist need them. All guides should

know our countries history, culture, ethnography, economy and other spheres of our life from the relevant sources.

All this it is being held at the Silk Road International University of Tourism (Uzbekistan, Samarkand). The research conducted at these universities is significant in that it is dedicated to meeting the requirements for the level of professional training of future guide-translators. An integrated approach to solving the problem of formation of professional competence is very important today because the guide-interpreter must be an expert who can independently solve problems that may be encountered during the work process. In order to determine how to teach the types of speech activities, it is necessary to include in the curricula of colleges, important methods and forms of development that contribute to the formation of professional competence of future guide-interpreters in the teaching process. It helps students to acquire the skills and abilities they will encounter in their future careers by participating in practical classes with their monologues and reports.

MATERIALS AND METHODS

So, guides should be competent specialists obtaining not only professional knowledge but fluent speaking skills. Many of modern tourists before visiting get a lot of information (right or wrong) about Uzbekistan from different sources and if the guide would be not ready properly they give wrong information. Tourist guides are recommended to study all ESP competences.

While we look for definitions of the word competence we find that competence **noun** [C or U] **UK** /'kɒm.pi.təns/ **US** /'kɑ:m.pə.təns/ (also **competency**). C1 the ability to do something well: *Her competence as a teacher is unquestionable. He reached a reasonable level of competence in his English.* Competence Research into semantic skills focuses less on the qualitative aspects of linguistic *competence* than does research into phonological and morphosyntactic skills. *From Cambridge English Corpus.* Two determinants had a unique contribution to the prediction of symbolic *competence*: maternal depression and parent sensitivity. *From Cambridge English Corpus* [7].

Competence **noun** com-petence \| 'käm-pə-tən(t)s\ Definition
of *competence* **1**: the quality or state of being competent: such as **a** the quality or
state of having sufficient knowledge, judgment, skill, or strength (as for a
particular duty or in a particular respect) No one denies her *competence* as a
leader. They have demonstrated their *competence* in their specialty or
subspecialty by passing a comprehensive exam ...— Rachael Migler, **the**
knowledge that enables a person to speak and understand a language has
demonstrated *competence* in conversational Arabic— compare. Synonyms &
Antonyms for *competence* Synonyms
ability, capability, capableness, capacity, competency, faculty. English
Language Learners Definition of *competence*: the ability to do something
well: the quality or state of being competent See the full definition
for *competence* in the English Language Learners Dictionary.

By Ulugbek Azizov and David L. Chiesa, Ph.D. (Ed.). Communicative
competence – an ability and knowledge of a language user about how, what and
where to speak appropriately from the view point of culture, traditions, shared
rules and norms. An ability of understanding social meaning and being understood
within a social context. It consists of four aspects: linguistic, sociolinguistic,
pragmatic/discourse, and strategic competence. [8]

In Uzbek dictionary competence is (lat. *competo* — obtain, reach); 2)
knowledge, skills experience in some special area. [9,5;62].

If guide-interpreters professional competence is their knowledge about word
combinations communicative competence's main part linguistic competence
indicates level of the language skills. In our research, linguistic competence is
learned through professional lexis. Combination, integration of linguistic and
professional competence and their complementarity creates lingvo-professional
competence.

Under professional competence of the guides is understood the use of their
knowledge according to the situation in professional activity and possessing
enough lexis. To inform tourists about Uzbekistan's history, religion, geographical

situation, culture, art, people and economy future guides' knowledge should be in level C1 by CEFR especially their speaking skills. Uzbektourism consulting center had been responsible for preparation of guides activity but not language. New department of USWLU in the near future would be one of the competent establishment in the field.

In whole formation of guides, language competence needs many scientific research works. Teaching all competences in the department is very important which need to publish new manuals and curriculum. Formation of professional competence divides components based on oriented to achieve concrete results and teaching materials.

Methodological part of the research based on scientific works of I.L. Bim, P.B. Gurvich, G.A. Kitaygorodskaya, B.A. Lapidus, R.P. Milrud, E.I. Passov, G.V. Rogova, S.G. Ter-Minasova, S.F. Shatilov and other methodists' works. Formation of student's communicative competences had been studied in the works of T.N. Astafurova, N.D. Galskova, G.V. Kolshansky, A.A. Leontev, A.N. Leontiev, E.A. Masylo and etc.

D.I. Izarenkov, V.V. Safonova, M. Kahnal, N. Chomsky, M. Swain, Jacques Richards works on communicative competence of the great importance, I.V. Zorin, A.I. Zorin, L.P. Kistanova, T.V. Kudryavtseva, E.V. Markaryan's works in tourism sphere would be the part of the study, we learn, analyze them and make conclusions, recommendations.

RESULTS AND DISCUSSION

We follow Jack Richards's opinion about communicative competence and use it during guides formation of competences. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and

informal speech or when to use language appropriately for written as opposed to spoken communication)

- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

There are six key concepts in this section: CEFR, communicative competence, linguistic/grammatical competence, sociolinguistic competence, pragmatic / discursive competence, and strategic competence. Thus, we should decide whether we are educating students to be competent only in knowing facts and rules, or they should also be able to put these facts and rules into practice. One should be able to accomplish a communicative goal. [9]

In the process of learning a foreign language, students do a variety of things with books on a specialty: getting the necessary information, understanding the meaning, speaking dialogic and monologue speech at the level of independently prepared and unprepared statements, translating or abstracting relevant material, understanding speech in a particular specialty. Students should also have the skills to translate and translate from their native language to a foreign language and vice versa; express their ideas concisely and clearly in a foreign and native language; knowledge of the culture of the country where the text was written; use of dictionaries and reference books in translation. Textbooks, various visual aids, audio and video materials, computers and technical aids used in the educational complex allow you to imitate the foreign language environment and encourage communication in a foreign language.

Traditional teaching materials are reinforced with e-courses or textbooks, multimedia curricula. E-textbooks, master classes, multimedia curricula can be used not only to work on language materials, but also to develop basic types of speech activities.

Professional teaching of a foreign language in colleges and universities requires a new approach to content selection. It should focus on the latest achievements in a particular field of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, create opportunities for their professional growth.

According to N. D. Galskova, the content of foreign language teaching should include:

- areas of communication, topics and situations, speech movement and speech materials, taking into account the professional orientation of students;
- language material (phonetic, lexical, grammar, spelling), the rules of its construction and skills of use;
- a set of special (speaking) skills that characterize the level of practical knowledge of a foreign language, even in intercultural situations;
- A system of knowing the national and cultural features and realities of the studied language [10,187].

CONCLUSION

The development of personal qualities through the study of a professionally oriented foreign language ensures the knowledge of the country culture of the language being studied and the acquisition of specific skills based on professional and linguistic knowledge. The term “professionally oriented teaching” refers to the process of teaching a foreign language at a language university focused on reading literature in any specialty, studying professional vocabulary and terminology, and communicating in the field of professional activity.

The essence of professional foreign language teaching is its integration with special disciplines in order to acquire additional professional knowledge and form personal characteristics of professional significance. Training of specialists in universities consists of the formation of communicative skills that allow to make professional contacts in a foreign language in various fields and situations, as well as the desire and ability of the future specialist to have high linguistic competence not only in native but also foreign languages. It is important to master the

important language phenomena that occur in different forms, styles, types, and genres of professionally oriented speech activities. In higher education, the technology of professionally oriented teaching is considered as a system of didactic, psychological and general pedagogical treatments, taking into account the mutual abilities and desires of teachers and students. This technology is aimed at realizing the forms, methods and tools, training objectives and professionally significant qualities of the specialist.

To design our lessons we should follow all above-mentioned tasks. Making real language conditions in the ESP classes prepare students psychologically to act before group mates and subsequently working with tourist.

For the formation and preparation of experienced guides help following information resources such as Multitran (<http://www.multitran.ru/>), ABBYY LINGVO (<http://www.lingvo-online.ru/ru>) dictionaries [11], BNC (<http://www.natcorp.ox.ac.uk/>) for texts translation [12], LEEDS COLLECTION (<http://corpus.leeds.ac.uk/internet.html>), Sketch Engine (<https://www.sketchengine.co.uk/>) and other multifunctional systems [13].

Thanks to the attention for tourism and personnel preparation we should develop teaching ESP and ETP, making both manuals, new curricula and scientific research works in a wide scale.

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