

# PROFESSIONAL PROFICIENCY PROGRESS IN A FOREIGN LANGUAGE ON THE EXAMPLE OF STUDENTS OF TOURISM

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## ABSTRACT

The article reviews a system of methods and observations in an area of teaching foreign languages to students in the sphere of tourism, which provides a wide-ranging promotion of all existing universities related to Tourism. The approach we developed for teaching students of tourism give us the opportunity to consider the psychological characteristics of students. Since the cognitive processes are built up differently in each person, all the teaching methods, approaches, activities are due to be formulated according to the individual mental attitude of the learner - his capability, intellect and activity. The methodology uses as a basis personal-activity approach to the process of educating a foreign language, which is also displayed on the motivational-value aspect of language training. The present study aims at challenging the theory of "culturally responsive teaching". Education designed by the proposed approach intends for the personal development of students and brings into focus their entry not only into the language but also into the culture of other people.

**KEYWORDS:** Professional competence, Model of teaching and listening, Pedagogical experiment, Tourism, Psycholinguistic problems, Speech activity.

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## I. INTRODUCTION

The activities of learners and teachers, their interaction and the role of instructional materials are the outstanding constituents to integrate the acquired knowledge of English. Nowadays **Teaching a language is viewed not simply as the delivery of prescribed formulae, imparting a certain amount of knowledge, but also developing habits and skills, but also as activity.**

The education system of any country is determined by socio-economic prerequisites. The ultimate goals of any type of education are directly dependent on the social order of society. The concept of the development of vocational education in Uzbekistan at the present stage is determined by the trends of the perspective transformation of the economy. New directions in the field of economic development dictate the need to revise the challenges facing higher education.

Currently, tourism is becoming one of the most promising sectors of the Uzbek economy. International contacts are expanding, the country's economy is strengthening, and new jobs are being created for Uzbek citizens.

Worldwide, tourism is recognized as one of the most profitable sectors of the economy. From the materials of the World Tourism Organization (WTO), it follows that one of the 7-11 jobs in the world relates to the tourism industry. According to WTO expert estimates, about 130 million people are employed in the tourism industry, which is about 7% of total employment.

In the conditions of fierce competition with Western travel agencies, which are firmly established in the global tourism market, the problem of professional competence of tourism specialists is especially acute. An analysis of the activities of domestic tourism companies, the infrastructure of the tourism business shows that the level of training of personnel, the quality of the services provided in them are inferior to generally accepted international standards. It is not a secret that the Uzbekistan educational standards for training specialists in the tourism industry also differ significantly from the educational standards of America and Europe. Differences are observed in the methodological aspects of education, the technical equipment of educational institutions, as well as the names of professions and positions of employees engaged in tourism, hotel and restaurant business. All this requires not only an increase in the level of teaching at universities but also a review of the content of professional training of tourism specialists and its quality.

Knowledge of foreign languages is one of the requirements for tourism specialists. It is well known that knowledge of a foreign language not only broadens the horizons and general intellectual level of a specialist but is also a tool necessary to solve several professional problems, an integral component of the professional competence of tourism managers.

The expansion of the functions of the professional activity of the tourism manager necessitates a better system of foreign language education. In our study, we consider the role of the subject "foreign language" in the development of professional competence of students of tourism and in particular, the role of teaching perception of a foreign language by ear as one element of a complex of educational tasks. It should be noted that the development of speech hearing, the mechanisms of which are the object of this study, cannot be carried out in isolation from other types of speech activity (reading, speaking, writing). Therefore, we propose that we consider the model of teaching listening to be considered an integral part of the general language training of students.

## **II. THE RELEVANCE OF RESEARCH**

In connection with the global growth of tourism over the past decade throughout the world, the integration of Uzbekistan into the world tourism community and the renewal of the content of professional tourism education, the language training of students of tourism universities is of particular importance due to the need for highly qualified personnel who speak a foreign language adequately for the level of employment in the tourism industry.

Tourism professionals have to deal with the tasks of the communicative plan every day, not only in their native but also in a foreign language. Business meetings with foreign partners, work with foreign tourists, filling out documentation requires an employee to have a good command of a foreign language. The ability of a tourism manager to perceive the flow of information in a foreign language, adequately respond to voice messages, conduct business negotiations without the help of an interpreter or only partially resorting to his services undoubtedly has a beneficial effect on the results of his work, increase the prestige of the company, and, consequently, increase the profit of the enterprise.

The problem of this study we see in the creation of such a model of teaching listening, which would take into account the specifics of training students of tourism, the psycholinguistic difficulties that arise in the process of listening to foreign texts, and an integrated approach to solving this practical problem in conjunction with teaching such aspects of the foreign language like grammar, vocabulary stylistics.

In the conditions of a non-linguistic university, a relatively small number of hours is allocated to study a foreign language in the curriculum, and an integrated approach to teaching various types of speech activity helps to intensify the educational process, allows you to save training time on developing skills common to different types of speech activity, and free up time for the formation of specific skills.

**The object of study** is the professional competence of students of universities which have a specialty tourism and.

**The subject of the research** is the content, methods and forms of developing professional competence in the process of teaching a foreign language.

**The purpose of the study** is a theoretical and methodological substantiation of the content and methods of developing the professional competence of students in the process of teaching a foreign language.

The purpose of the study identified the objectives of the study.

**Research Objectives**

1. To identify the possibilities of a foreign language in the development of professional competence of students of tourism.
2. To develop a model of professional competence in the process of professional training of students at universities.
3. To develop criteria for assessing students' knowledge that contribute to the formation of professional competence of future specialists in the process of learning a foreign language
4. To develop a methodology for the implementation of training in listening to tourism managers as an integral part of professional competence and experimentally verify the effectiveness of the developed model and methodology for teaching listening to students of the BSU, Department of Tourism and economy.

**Research Hypothesis**

- The development of professional competence of students of universities will be effective if a model for the development of professional competence is developed taking into account the psychological characteristics of students and the possibility of a foreign language; the process of teaching a foreign language will be built taking into account the real needs of the subjects of communication in tourism; a foreign language teaching methodology will be developed, providing a comprehensive mastery of the vocabulary, grammar, phonetics and stylistics of the language in the process of learning to listen;
- In the educational process, the content of listening to learning under the future specialty of students will be structured.

**III. METHODOLOGY OF RESEARCH WORK.**

The methodological basis of the research is the theory of vocational education in tourism (I.V. Zorin, V.A. Kvartalnoye, A.A. Ostapets-Sveshnikov); general theoretical provisions on the modeling of the educational process (A.D. Armand, K. B. Batoroev, V. P. Bepalko, B. A. Glinsky, V. A. Shtoff, etc.); legislative and regulatory documents on general and vocational education; the concept of vocational education and training content at various levels of multi-level training of specialists (S.Ya.Batyshev, M.Ya. Vilensky, V.A. Gorsky, V.I. Zholdak, V.A. Kabachkov, V.A. Kalnei, AM Novikov, S.E. Shishov, etc.); the concept of psychology researchers on the features of speech perception (J.I.C. Vygotsky, NI Zhinkin, IA Zimnyaya, SL Rubinstein and others); the concept of linguistic researchers on the mechanisms of speech perception (I.M.Berman, I.L. Bim, I.N. Vereshchagin, A. Gryzulin, A. Rudkovskaya, Ch. Frize, I.Yu. Shekhter, L.V. Shcherba, etc. ); the concept of test control methods (V.I. Babich, T.A. Bobro, N.V. Elukhina, E.V. Tikhomirova, I.A. Rappoport, R. Selg, etc.)

The methodology and objectives of the study determined the choice of the most effective methods for constructing a pedagogical experiment.

Research methods - analysis of literary sources; pedagogical observations; the study of the state of the problem in existing practice (analysis of curricula, the content of educational programs); building a model for teaching listening to students of university; testing of experiment participants; methods.

The scientific novelty and theoretical significance of the study lie in the fact that: the conceptual foundations of the formation of professional competence in the process of training tourism specialists are defined, including the following provision: the result of teaching a foreign language in university should be the training of a specialist who can play a leadership role in the tourism business. This position determined the structure and content of the model; a theoretical and methodological substantiation of the forms and methods of teaching perception of foreign speech by ear as an integral part of professional competence has been developed. We defined this part as the degree of readiness of a future specialist to carry out an information function, including both linguistic and speech, as well as cultural aspects; a methodology was developed for the implementation of training in listening to students at university, aimed at improving the professional competence of future specialists, which takes into account the psycholinguistic problems that arise during speech perception, the series of exercises proposed in it contributes to the formation of verbal hearing, memory, probabilistic forecasting, articulation and eliminates difficulties in perceiving speech by ear.

The practical significance of the study consists in developing a model of professional competence of students of university taking into account the psychological characteristics of students and the possibility of a foreign

language, which contributes to the development of communication skills of students, which allows them to become full-fledged participants in the process of verbal communication in a foreign language, increases the motivation for learning and interest in the studied subject.

The method of teaching listening implemented in our study reflects the system of the main methodological categories (goals, content, methods, teaching aids), as well as the basic didactic principles of teaching a foreign language. The methodology developed by us allows us to take into account the psycholinguistic problems that students experience in the process of speech perception, and the proposed series of exercises contributes to the formation of verbal hearing, memory, probabilistic forecasting, articulation and eliminates difficulties in hearing perception. Our proposed methodology may well be used in the educational process both in universities of the tourist profile and in other non-linguistic universities, in the upper grades of a comprehensive school, in colleges, lyceums and gymnasiums.

#### **IV. ANALYSIS AND TESTING ASPECT OF THE TOPIC**

Analyses and Testing of the research results takes place in the form of a pedagogical experiment, which included:

- Systematic conducting of stating, control and experimental sections for all types of speech activity (reading, writing, speaking, listening) to maintain an adequate level of proficiency in the main aspects of the language (grammar, phonetics, vocabulary, stylistics).
- The use of various methods of studying the motivational sphere of students' language training, psycholinguistic problems that arise when listening to foreign-language speakers and creating a series of exercises aimed at overcoming them.

The high results obtained during the verification confirmed the effectiveness of the research results. The following are to be defended:

1. The conceptual basis of the learning process built taking into account the real needs of future tourism professionals in the formation of mechanisms of professional competence.
2. A model for teaching listening to students of university in the process of their professional training, which is an integral part and model of professional competence of a specialist.
3. The methodology of teaching a foreign language, contributing to the integrated learning of vocabulary, grammar, phonetics and stylistics of the language in the process of learning to listen.

#### **V. RESEARCH FINDINGS**

1. The developed by us model of professional competence of future tourism specialists allowed us to determine the role of the subject "foreign language" in the development of professional competence of a future specialist. We defined this role as the degree of readiness for the implementation of the information function (including both linguistic and speech, as well as cultural aspects).
2. Having examined the theoretical and communication, linguistic and psychological features of linguistic communication, we came to the justified conclusion about the choice of a method for teaching language at a university: this method is a differentiated consciously-comparative method of teaching a foreign language
3. Since we consider the knowledge of a foreign language as one of the components of the professional competence of a tourism specialist, and the understanding of foreign language by ear as one of its private components, we have developed a methodology for teaching listening to foreign languages in the process of learning a foreign language. When learning to listen as one of the types of speech activity, one should take into account the individual psychological characteristics or abilities of students, on which the success of its implementation depends. Reliance on the differential psychological understanding of abilities is of great importance for solving the problem of individualization of education. We emphasize: our proposed methodology can be used not only in a universities which have specialties of tourism but also in high school, colleges, lyceums and gymnasiums.
4. The experimental verification confirmed the theoretical value and practical significance of the model we have developed for teaching listening and the effectiveness of the implementation of its content through the proposed methodology. The methodology implemented in our study reflects the system of the main methodological categories (goals, content, methods, teaching aids), as well as the basic didactic principles of teaching a foreign language. The methodology developed by us allows us to take into account the psycholinguistic problems that students experience in the process of speech perception, and

the proposed series of exercises contributes to the formation of verbal hearing, memory, probabilistic forecasting, articulation and eliminates difficulties in hearing perception. Teaching students to perceive foreign language speech by ear allows them to form their linguistic and professional competence.

The developed by us methodology of teaching students to listen to students of a tourist university allows taking into account the psychological characteristics of students. Since the cognitive processes are developed differently in different people, then in the learning process all the teaching methods, methods, exercises should be built in accordance with the individual psychological characteristics of the learner - his abilities, intelligence, and activity. The methodology is based on a personal-activity approach to the process of teaching a foreign language, which also affects the motivational-value aspect of language training. Education based on the proposed approach is aimed at the personal development of students and is focused on their entry not only into the language, but also into the culture of another people. The methodological meaning of culture and speech activity is that it is impossible to master the functions of speech activity in isolation from the functions of culture, and the functions of culture, in turn, cannot be assimilated outside the functional training of speech activity. Leading in this are the functions of culture. The implementation of the proposed methodology provides the emergence and further increase of the motivation for mastering the language, activates the cognitive, creative and research activity of future tourism specialists, and develops their communication skills.

The effectiveness of the developed methodology for teaching listening in the process of training students of a tourist university has been proven in the course of experimental verification.

We developed a system for monitoring the understanding of foreign language speech by ear, which allowed us to identify levels of understanding in accordance with the indicated criteria and indicators and build a lesson plan, taking into account the specifics of speech perception of each student. Thus, identifying the inter individual and inter individual psychological characteristics of the subjects, we have developed methodological solutions that could be refracted through the prism of the personality of the student.

We have developed a series of exercises that provide for the formation of mechanisms of speech hearing, memory, probabilistic forecasting and articulation. This series includes basic exercises, private exercises for the formation and improvement of listening mechanisms, and complex practical exercises at an advanced stage of training.

The conducted cycle of classes in a foreign language within the framework of the developed methodology and the final testing of students showed that: the level of language proficiency in all types of speech activity has significantly increased, the motivation for mastering the language and its importance for future professional activities have increased.

## **VI. CONCLUSION**

The educational system of Uzbekistan is currently influenced by changes in the socio-economic sphere, the nature of new production relations. Regardless of the area of production activity, young specialists are required to have high labor productivity. This is all the more important to take into account in the field of public services, including in the work of various categories of tourism human resources.

Considering the training of tourism managers, it should be noted the significant impact of the process of teaching foreign languages on the formation of professional competence of future specialists. One of the most valuable professional qualities of a tourism specialist is the ability to communicate both in his native and foreign languages.

In connection with the growing requirements for the professional competence of a future specialist in the field of tourism, the problem of language training is becoming more relevant. We consider such a type of speech activity as listening as an integral component of the professional competence of a specialist.

Learning to listen should be given the same serious attention as teaching other types of speech activity: speaking, reading, writing. Listening and speaking, being various types of speech activity with their communicative tasks, cannot be considered as isolated systems; they constantly interact and combine with each other. In the conditions of a non-linguistic university, where a relatively small number of hours are devoted to learning foreign languages, an integrated approach to teaching various types of speech activity helps to intensify the educational process, saving time for developing skills common to different types of speech activity and freeing up time for the formation of specific abilities and skills.

Thus, the experiment confirmed the effectiveness and practical significance of the methodology we developed for teaching listening to students of department of tourism and economy as one of the components for the formation of professional competence of future specialists.

Taking into account the analysis of the psycholinguistic problems that arise during learning to listen, the results of experimental work and theoretical provisions on the development of verbal hearing, we have come to the conclusion that it is necessary to develop a model for learning listening, which includes guidelines for overcoming psychological, phonetic, lexical and grammar difficulties; on the formation of listening mechanisms; on the compilation of educational texts and the use of speech exercises; to monitor the understanding of voice messages.

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