



**MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS**

**METHODOLOGY FOR DEVELOPING COMMUNICATIVE
COMPETENCE OF TOURISM STUDENTS IN ENGLISH**

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Abstract: *The development of communicative competence in English for tourism students has become an essential component of modern higher education, driven by globalization and the increasing need for cross-cultural interaction. This paper examines methodological approaches to enhancing students' communicative competence, focusing on practical skills for professional situations in hotels, travel services, and excursion management. The study highlights interactive and role-based teaching methods, the use of functional language units, and the cultivation of intercultural communication skills. Furthermore, it emphasizes preparing students for conflict resolution and problem-solving in real-life professional contexts. Assessment is proposed based on communicative performance rather than mere grammatical accuracy. The findings suggest that a comprehensive, communicatively-oriented methodology fosters both linguistic proficiency and professional readiness, ensuring that students can interact effectively with international clients in the tourism sector.*

Keywords: *communicative competence, English for tourism, intercultural communication, role-play, interactive teaching, professional language skills*

As a result of the rapid expansion of social, economic, and cultural relations among countries worldwide, interest in and demand for learning foreign languages particularly English have increased significantly. Today, higher education systems in developed countries place special emphasis on teaching English through intensive and innovative methods. An analysis of international experience demonstrates that, in teaching English to students of non-philological specializations, the development and improvement of teaching strategies aimed at enhancing lexical competence constitute one of the most important pedagogical tasks.

In the current era of globalization, developing students' communicative competence is recognized as one of the most urgent priorities of the education system. Therefore, within the framework of professional training, considerable efforts are being made to elevate communicative knowledge, skills, and abilities to a new level and to further intensify educational reforms in this direction. Profound transformations and reforms taking place in society directly affect the continuous education system as well. Within the framework



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of the “New Uzbekistan” concept, elevating the task of educating the younger generation as communicative, initiative-driven, and creatively thinking individuals to the level of state policy is by no means coincidental.

Communicative competence essentially encompasses an individual’s ability to organize communication, establish interactive interaction, maintain effective dialogue, and analyze the communication process. In other words, communicative competence refers to a person’s capacity to conduct effective communication, sustain social interaction, establish feedback, and analytically evaluate the outcomes of communication. The formation of this competence in the educational process implies not only language proficiency, but also the ability to express ideas clearly, logically, and in a culturally appropriate manner.

There are numerous approaches to defining the components of students’ communicative competence. D. Hymes considers it essential to include discursive competence (rules for constructing meaning in spoken discourse), strategic competence (rules for maintaining interaction with an interlocutor), grammatical competence (knowledge of language rules), and sociolinguistic competence (rules governing dialectal and social language use). According to A. A. Bodalyov, the communicative aspect of interaction involves the exchange of information among individuals; the interactive aspect refers to the organization of mutual cooperation between participants, encompassing not only the exchange of knowledge and ideas but also actions; while the perceptive aspect of communication consists in perceiving one another as communication partners and, on this basis, establishing relationships of mutual understanding.

In the process of communication, an individual should be oriented toward creating opportunities for communication partners to fully express their opinions, worldviews, and ideas. At the same time, they should be capable of effectively using a rich and diverse repertoire of linguistic means and mastering all perceptive, communicative, and interactive dimensions of adequacy in communication. According to the Russian scholar O. Kazarseva, communicative competence is not an innate ability but rather a capacity that develops through the acquisition of social and communicative experience.

Social-communicative experience primarily encompasses mechanisms for transforming interpersonal relations and is manifested through the stylistically varied use of speech in different communicative contexts. Such changes are based on the adaptation of role functions and interactive relationships among communication participants. From this perspective, communicative competence represents a complex set of communicative skills and activities that encompass new social skills, norms and restrictions of communication, knowledge and traditions, etiquette and ethical standards, as well as orientations specific to the educational process.

Communication in a foreign language should not be viewed solely as a process of transmitting and receiving information; rather, it involves establishing various forms of interaction such as regulating interpersonal relations, assessing and analyzing

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communicative situations, evaluating communicative potential, and making appropriate decisions. Foreign language communicative competence constitutes a certain level of linguistic, verbal, and sociocultural knowledge, skills, and abilities that enable learners to adapt their verbal behavior according to communicative contexts in a communicatively appropriate and goal-oriented manner.

Foreign language communicative competence creates a foundation for cognitive and cultural development. Toward the end of the last century, a new trend emerged in foreign language teaching theory and practice known as the communicative approach. This approach later became widely recognized through terms such as communicative method, teaching communicative competence, and communicatively oriented instruction, gaining increasing popularity as a key factor in organizing students' learning activities through interactive methods.

While traditional language teaching methodologies primarily focused on developing the four language skills speaking, listening, reading, and writing the communicative approach places the ability to engage in meaningful communication at the center of instruction. As a result, methodological literature began to extensively explore the linguodidactic, psychological, and methodological foundations, principles, tools, and techniques of teaching communicative competence.

Tourism today is not merely an activity related to leisure, travel, or visiting cultural heritage sites; rather, it has transformed into a space for transnational intercultural communication and social cooperation. In this process, representatives of the tourism sector such as hotel staff, tour guides, transport service providers, and excursion organizers engage in direct communication with international visitors. In such interactions, language, particularly English, serves as the most essential medium of communication.

The methodological tasks for developing communicative competence in English language education for tourism students encompass several key areas:

Teaching the use of language tools in professional speech situations. Primarily, students must be prepared to communicate effectively in real-life professional scenarios. These include situations such as hotel check-in, welcoming clients, explaining service types, providing information during excursions, and giving advice regarding transport or dining options. Exercises designed around these scenarios help students acquire sociocultural speech norms.

Using communication-oriented interactive methods. Pedagogically, active teaching methods such as role-plays, simulation exercises, and group work are highly effective in engaging students. For instance, role-play exercises on topics like "Receptionist – Guest" or "Tour Guide – Tourist" train students to communicate sincerely, clearly, and politely with clients.

Teaching correct use of functional language units. Students need to master expressing speech functions in English, including requesting, offering, refusing, explaining,



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apologizing, and offering assistance, in various tourism-related situations. This functional approach brings students closer to real-life contexts and promotes automatic language use.

Developing intercultural communication competence. Tourism professionals interact with people of different nationalities, races, and cultures. Therefore, intercultural sensitivity, language tone, politeness, body language, and understanding and adapting to diverse etiquette norms must be developed in English communication. Methodological approaches include thematic discussions, analyzing video materials in cultural contexts, and conducting culturological tests.

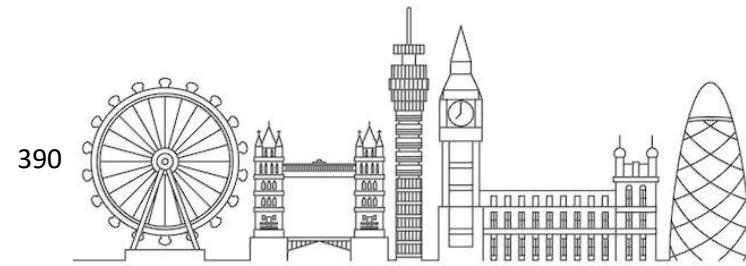
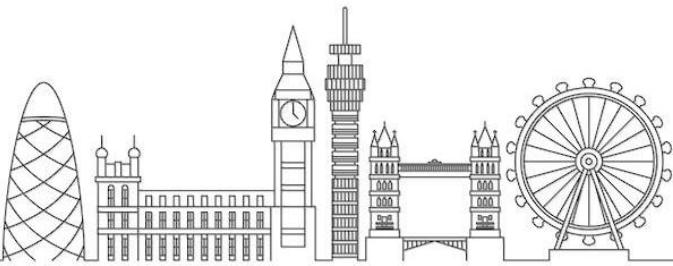
Preparing students for communication in problematic situations. Practice shows that conflict situations frequently arise in tourism, such as booking errors, service delays, or customer dissatisfaction. English lessons should include modeling such scenarios (case studies), solving problematic tasks, and using softening expressions in communication. For example: “We are truly sorry for the inconvenience. Please allow us to offer you an upgrade at no additional cost.”

Organizing assessment based on the communicative approach. Evaluation should focus on communicative activities. Students’ language competence is assessed through oral communication, dialogues, situational responses, written correspondence, and emails to clients. This ensures that assessment reflects not only grammatical accuracy but also the ability to perform speech functions effectively.

In conclusion, developing communicative competence in English for tourism students is a crucial component of modern higher education, fostering both linguistic proficiency and professional readiness. Methodological approaches such as interactive teaching, role-plays, functional language use, and intercultural communication training effectively prepare students for real-life professional situations. Furthermore, focusing on problem-solving and conflict resolution enhances students’ ability to adapt and respond appropriately in diverse tourism contexts. A communicatively-oriented assessment system ensures that students are evaluated not only on grammatical accuracy but also on their ability to perform meaningful communication tasks. Overall, a comprehensive approach to teaching communicative competence equips tourism students with the necessary skills to engage successfully with international clients and contributes to the development of culturally aware, competent professionals.

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