

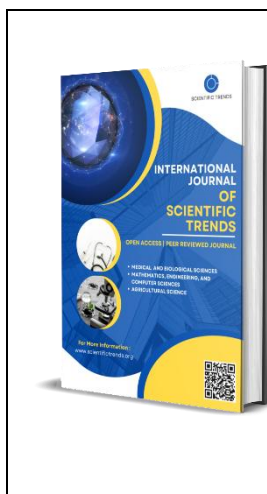
Teaching Tourism Terminology as a Pedagogical Necessity in the Training of Guide-Interpreters

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Abstract

This article explores the pedagogical significance of teaching tourism terminology in the professional preparation of guide-interpreters. Given the rapid development of the global tourism industry and the increasing need for multilingual specialists, the role of English for Specific Purposes (ESP) and other modern methodological approaches is emphasized. The paper analyzes challenges in teaching tourism-specific vocabulary and provides practical solutions such as ESP, CLIL, and multimodal instruction. Based on current educational reforms in Uzbekistan, the study highlights the urgent need to align language instruction with the professional demands of the tourism sector.

Keywords: Tourism terminology, guide-interpreter, ESP, CLIL, multimodal learning, pedagogical necessity, Uzbekistan tourism.

Introduction

Global tourism is experiencing unprecedented growth. According to the World Travel & Tourism Council (WTTC), the annual volume of the global tourism sector has exceeded USD 9 trillion, accounting for approximately 10% of the world's GDP. Tourism is not only a driver of economic development but also a powerful factor in cultural exchange. As international travel expands, there is a sharp increase in the demand for professionals fluent in foreign languages, especially English, which functions as a global lingua franca. In multicultural communication settings such as tourism, knowledge of English is critical for effective interaction. Therefore, numerous ESP (English for Specific Purposes) programs have been designed to equip professionals with sector-specific language skills and terminology.

Tourism English differs from general English in that it contains technical terms and specialized expressions used in context-specific situations. Expressions like “all-inclusive package,” “cultural immersion experience,” and “sustainable ecotourism” are commonly used in tourism discourse but are rarely encountered in everyday communication. Understanding and appropriately using such terminology is essential for tourism professionals.

This relevance is increasingly visible in Uzbekistan, where tourism infrastructure and service quality are being improved, supported by strategic government policies and reforms. In particular,

the training of highly qualified personnel, including guide-interpreters, is a state priority. The demand for guide-interpreters who possess adequate language skills and domain-specific terminology is rising due to growing international tourism flows. Therefore, the issue of effectively teaching tourism terminology to guide-interpreters has emerged as a pedagogical necessity.

Methodology

To investigate the effectiveness of current teaching methods, a qualitative approach based on literature review and needs analysis was adopted. Sources included more than 60 scholarly papers and documents from databases such as Scopus, JSTOR, Google Scholar, and national legal documents from Uzbekistan. This analysis emphasized the scientific foundations, existing issues, and innovative methodological approaches for teaching tourism terminology to guide-interpreters. Key methodological frameworks such as English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL), competency-based approaches, and multimodal learning were analyzed. The research also included insights from needs analysis conducted with tourism professionals and guide-interpreters. Additionally, recent legal documents and national education reforms were examined to understand systemic challenges and policy-level solutions.

Results

The results confirm that traditional language instruction often fails to meet the needs of guide-interpreters in tourism. Several core issues were identified:

- General English programs do not focus enough on tourism-specific terminology.
- Students lack exposure to real-life tourism scenarios and communication tasks.
- Teachers often lack specialized training in tourism language instruction.

In contrast, when ESP and CLIL approaches were applied, students showed improved retention and usage of complex terminology. For instance, project-based tasks and role-play activities in ESP courses helped students internalize terms like “visa waiver” and “boarding pass.” CLIL courses that integrated content such as Uzbek cultural heritage into English instruction enhanced both linguistic and conceptual understanding.

Multimodal methods, which integrate visual, audio, and interactive resources, significantly improved student engagement and retention. Simulations and virtual environments provided contextual learning that mimics real-world scenarios, such as guided tours or airport check-ins.

Discussion

Given the economic significance of tourism and the state-level emphasis on professional development, teaching tourism terminology has become essential. The study found that guide-interpreters need to master both general communication skills and domain-specific terminologies. Modern teaching approaches like ESP and CLIL help bridge this gap by aligning language instruction with real-life professional requirements.

Competency-based education ensures that learning outcomes are measured not only by knowledge but also by practical application. Multimodal methods allow learners to experience language through multiple sensory inputs, reinforcing memory and comprehension.

The integration of national strategies, such as Uzbekistan's PF-5611 and PQ-269 decrees, underscores the state's commitment to developing skilled professionals in tourism. Curriculum reforms, including the introduction of tourism-specific English modules and dual education formats, reflect these priorities.

Conclusion

In conclusion, the need for specialized language instruction in tourism is both theoretically justified and practically urgent. The global nature of tourism and Uzbekistan's growing role in the industry demand highly competent guide-interpreters. Effective teaching of tourism terminology is crucial for preparing such professionals. Applying innovative approaches like ESP, CLIL, competency-based education, and multimodal methods provides a robust framework for language instruction.

Future efforts should focus on:

- Designing specialized curricula and training modules for guide-interpreters.
- Equipping teachers with methodological tools and professional training.
- Expanding access to authentic tourism materials and multimedia resources.

Systematic implementation of these strategies will ensure that guide-interpreters can meet global standards and contribute to Uzbekistan's tourism development.

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