

CORRELATION BETWEEN PROFESSIONAL AND FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE PROCESS OF TEACHING ENGLISH TO FUTURE SPECIALISTS IN THE TOURISM SECTOR

Abdurasulova Nilufar Abdusalim kizi
Uzbekistan state world languages university
E-mail: anilufary@gmail.com
Tel: +998990000343

Abstract: The present article examines the interrelation between professional competence and foreign language communicative competence in the process of teaching English to future tourism specialists. In modern higher education, the preparation of competitive personnel in the tourism industry requires not only professional knowledge and practical skills but also effective communication abilities in foreign languages, especially English, which serves as the international language of tourism and intercultural interaction. The study analyzes the theoretical foundations of professional competence formation and investigates the role of communicative approaches, competency-based education, and professionally oriented English language teaching in tourism education. The research is based on comparative, descriptive, and methodological analyses of contemporary pedagogical and linguistic studies. The findings demonstrate that the integration of professional and communicative competencies significantly improves students' intercultural communication skills, professional mobility, critical thinking, and practical readiness for international tourism activities. Furthermore, the article highlights the importance of authentic materials, interactive technologies, role-playing methods, situational communication, and digital educational tools in enhancing students' communicative performance. The study concludes that professionally oriented English language instruction contributes to the development of highly qualified tourism specialists capable of functioning effectively in multilingual and multicultural environments.

Keywords: professional competence, communicative competence, tourism education, English language teaching, intercultural communication, competency-based approach, professional training, tourism specialists, foreign language education, communicative methodology.

INTRODUCTION

The rapid development of globalization and international cooperation has significantly increased the role of foreign language education in professional training systems throughout the world. In particular, the tourism industry has become one of the most dynamically developing sectors of the global economy, requiring specialists who possess not only professional knowledge but also high-level communicative abilities in foreign languages. English, being the dominant international language of tourism, hospitality, and intercultural communication, occupies a central position in the preparation of future tourism specialists. Therefore, the issue of establishing an effective relationship between professional competence and foreign language communicative competence has become one of the most actual problems of contemporary pedagogy and linguodidactics. Modern tourism specialists are expected to communicate effectively with international tourists, negotiate with foreign partners, provide information services, solve intercultural misunderstandings, and participate actively in international tourism markets. Such professional tasks require integrated competencies that combine linguistic



knowledge, sociocultural awareness, professional terminology, communicative strategies, and practical interaction skills. Consequently, English language teaching in tourism education should not be limited to grammar and vocabulary instruction; instead, it must serve as a means of professional communication and intercultural competence development.

The competency-based approach in higher education emphasizes the formation of practical abilities necessary for real-life professional situations. In tourism education, this approach focuses on the integration of language learning with professional training. Researchers argue that communicative competence and professional competence are mutually interconnected and cannot be developed separately in modern vocational education. The future tourism specialist must demonstrate the ability to use English effectively in professional contexts such as hotel management, travel agencies, tour guiding, customer service, international correspondence, and cross-cultural interaction. In recent years, numerous educational reforms implemented in Uzbekistan have paid considerable attention to improving foreign language instruction and enhancing the quality of professional education. The adoption of innovative pedagogical technologies, communicative methodologies, digital learning platforms, and interactive teaching strategies has contributed to the modernization of tourism education. However, despite these reforms, certain methodological problems remain unresolved, including insufficient integration between professional subjects and English language instruction, lack of authentic communicative practice, and limited use of profession-oriented teaching materials.

The relevance of this research is determined by the necessity to investigate the theoretical and methodological foundations of integrating professional and foreign language communicative competencies in tourism education. The study aims to identify effective pedagogical approaches that facilitate the formation of communicative readiness among future tourism specialists. Additionally, the article seeks to analyze the pedagogical conditions under which English language teaching becomes an essential instrument for professional development and intercultural interaction. The object of the research is the process of teaching English to future specialists in the tourism sector, while the subject of the research is the relationship between professional competence and foreign language communicative competence within professional education. The methodological significance of the study lies in the possibility of applying its findings to improve educational programs, curriculum design, and communicative teaching methodologies in tourism-oriented higher education institutions.

LITERATURE REVIEW AND METHODOLOGY

The theoretical foundations of communicative competence were initially developed in linguistic and pedagogical studies devoted to language communication and intercultural interaction. One of the most influential scholars in this field, Dell Hymes, introduced the concept of communicative competence as the ability to use language appropriately in social contexts. Later, Canale and Swain expanded this concept by identifying grammatical, sociolinguistic, discourse, and strategic competencies as major components of communicative competence. Their theoretical model significantly influenced foreign language teaching methodologies worldwide. In professional education, the notion of competence has been widely studied by both local and international researchers. Contemporary pedagogical theories emphasize that professional competence includes not only theoretical knowledge but also practical skills, communicative abilities, critical thinking, creativity, and professional ethics. In tourism education, communicative competence becomes especially important due to the intercultural



nature of tourism activities. Tourism specialists interact with representatives of various linguistic and cultural communities; therefore, successful professional performance depends greatly on effective communication strategies. Recent studies on English for Specific Purposes (ESP) highlight the necessity of integrating professional content into language instruction. ESP methodology focuses on teaching language through professional situations and authentic communicative tasks. Researchers note that profession-oriented English teaching increases students' motivation, develops professional vocabulary, and prepares learners for real-life communication within their future careers. In tourism education, ESP courses often include role-playing activities, business correspondence, customer interaction simulations, tour presentation tasks, and hospitality communication exercises.

The communicative approach remains one of the most effective methodologies in foreign language teaching. This approach prioritizes meaningful communication, interaction, fluency development, and learner-centered instruction. Scholars argue that communicative teaching methods contribute significantly to the development of professional communication skills because students actively participate in discussions, negotiations, presentations, and collaborative problem-solving tasks. Moreover, digital technologies and multimedia resources have expanded opportunities for authentic communication in educational environments. The present research employs several scientific methods, including comparative analysis, descriptive analysis, pedagogical observation, and theoretical synthesis. The comparative method was used to analyze various models of professional and communicative competence proposed by local and foreign scholars. The descriptive method enabled the examination of methodological principles and pedagogical strategies applied in tourism-oriented English language teaching. Theoretical synthesis allowed the integration of linguistic, pedagogical, and professional perspectives related to communicative competence formation.

The research materials include scientific articles, monographs, educational standards, methodological manuals, and recent studies devoted to ESP teaching, tourism education, and communicative pedagogy. Special attention was paid to contemporary research published between 2020 and 2025 in order to ensure the relevance and modernity of the theoretical framework. The methodological basis of the study is grounded in competency-based education, communicative language teaching, intercultural communication theory, and learner-centered pedagogy. The study also considers modern educational technologies such as digital platforms, online communication tools, project-based learning, collaborative learning, and simulation methods that contribute to communicative competence development in tourism education.

RESULTS AND DISCUSSION

The conducted analysis demonstrates that professional competence and foreign language communicative competence are closely interconnected in the preparation of future tourism specialists. Effective professional activity in tourism cannot be achieved without developed communicative abilities in English because tourism services are fundamentally based on interaction, information exchange, and intercultural communication. One of the major findings of the research is that communicative competence significantly enhances professional readiness among tourism students. Students who participate in communicative and profession-oriented English courses demonstrate greater confidence in professional situations, improved interaction skills, and higher motivation toward learning. They are more capable of handling real-life tourism communication tasks such as greeting tourists, explaining travel itineraries, solving



customer complaints, presenting tourism products, and conducting экскурсионная деятельность in English.

The study also reveals that authentic materials and interactive teaching methods play a crucial role in competence formation. The use of authentic dialogues, tourism brochures, hotel reservation forms, travel advertisements, online booking platforms, and intercultural case studies allows students to experience realistic professional communication. Role-playing and simulation activities create conditions for active language use and practical problem-solving. Such activities contribute not only to language acquisition but also to professional adaptation and social interaction skills. Digital educational technologies have also shown considerable effectiveness in tourism-oriented language education. Online communication platforms, virtual tours, multimedia presentations, video conferencing, and interactive applications provide students with opportunities to engage in authentic intercultural communication. These technologies increase students' participation and create flexible learning environments that reflect modern tourism practices.

Another important result concerns the role of intercultural competence in tourism education. Since tourism specialists constantly interact with people from diverse cultural backgrounds, communicative competence must include sociocultural awareness, tolerance, empathy, and understanding of cultural differences. The integration of intercultural communication into English language teaching helps students avoid misunderstandings and communicate more effectively in international contexts. The findings additionally indicate that professionally integrated English teaching improves students' professional vocabulary acquisition and communicative fluency. Students develop specialized terminology related to hospitality management, travel services, customer relations, tourism marketing, and cultural heritage. This linguistic preparation enables them to function more effectively in multilingual professional environments. However, the study also identifies several challenges in tourism-oriented English education. Among the major problems are insufficient classroom practice, limited authentic communication opportunities, outdated teaching materials, and inadequate integration between professional subjects and language instruction. Some educational institutions continue to focus excessively on grammar translation methods, which restrict communicative development and practical language application.

To overcome these challenges, the study recommends strengthening interdisciplinary cooperation between language teachers and tourism specialists, expanding the use of communicative methodologies, integrating digital technologies into classroom instruction, and increasing students' participation in real-life professional communication activities. Curriculum modernization should focus on competence-based educational models that combine linguistic, professional, and intercultural objectives.

CONCLUSION

The research confirms that the relationship between professional competence and foreign language communicative competence constitutes an essential component of tourism education. In the modern global tourism industry, future specialists must possess integrated communicative, professional, and intercultural abilities in order to function successfully in multilingual and multicultural environments. The study demonstrates that communicative English language teaching significantly contributes to the development of professional readiness among tourism



students. Profession-oriented language instruction enhances communicative fluency, professional vocabulary acquisition, intercultural awareness, and practical interaction skills necessary for tourism activities. The integration of communicative approaches, competency-based methodologies, authentic materials, and digital technologies creates favorable conditions for effective professional preparation.

Furthermore, the research highlights that communicative competence should not be regarded merely as linguistic knowledge. It includes sociocultural understanding, strategic communication abilities, professional interaction skills, and adaptability to international communication contexts. Therefore, tourism education programs must prioritize integrated competency development rather than isolated language instruction. The findings also indicate the importance of interdisciplinary cooperation, curriculum modernization, and innovative pedagogical strategies in improving tourism-oriented English education. Educational institutions should create practice-oriented learning environments where students actively participate in professional communication, intercultural interaction, and authentic tourism situations.

In conclusion, the effective integration of professional competence and foreign language communicative competence ensures the preparation of competitive tourism specialists capable of responding to contemporary labor market demands. Future research may focus on digital communicative environments, artificial intelligence technologies in tourism education, and innovative ESP methodologies for developing professional communication skills.

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