



ENHANCING METHODOLOGY OF LEARNING FOREIGN LANGUAGES IN TOURISM

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Abstract: *This article provides a short description and analysis of how, why, when and where Tourism has been taught through English language at vocational tourism colleges in Uzbekistan. It discusses current issues in this subject and suggests ways in which activities could be expanded, made more viable and sustainable, and so deliver greater educational, economic, and socio-cultural benefits for the local communities involved and for Uzbekistan as a whole.*

Keywords: *tourism, development, English language travel, foreign languages.*

Service from the past took the most important role in human life. Especially it is closely connected with people's daily activity. We usually consume at least three to four services on daily basis. Service is widely spread and has deep roots. Tourism also includes into itself important type's services.

In our country more attention is paid to tourism as well as other industries. The development and Sustainability depends on the specialists. The requirement of present world is to prepare qualified staff.

Doing so vocational colleges like Tourism, hotel management, service were established almost in all regions of Uzbekistan. They prepare medium level specialists, such as hotel and restaurant manager: receptionist, reservation agent, housekeeper, service manager, waiter, waitress, and bartender, cook of national and international cuisine, as organizer of tourist services: tour operator, travel agent, animator, excursionist. Furthermore Samarkand institute of economics and service, Tashkent university of economics, Khorezm State university, Bukhara State university play active in preparation higher level, qualified staff in Tourism.

Tourism represents the third largest socioeconomic activity in the EU in terms of contribution to GDP and employment, after the trade and distribution and construction sectors. It is one of the few economic sectors which register continuous growth, in spite of economic and financial difficulties.

Looking at the research done by World Travel and Tourism Council in 2011 over statistics we can observe that Travel and Tourism contributes more to GDP than automotive manufacturing in every region of the world. Travel and Tourism industry employed 98 m. people either directly or indirectly. This industry directly employs:

- 6 times more people than automotive manufacturing;
- 6 times more times than chemical manufacturing;



- 4 times more than mining;
- Third more than financial services.

It simultaneously affects trainings and stable employment connected with enhancing the quality of professional services through training.

Thus in upbringing the specialists in this field following challenges to be covered:

1. How to face resources constraints in funding education and training in tourism, especially with the impact of the economic crisis?
2. How to develop e-learning opportunities for the delivering of on-the-job training which could better respond to the needs of employers and employees? What mechanisms should be put in place to support quality jobs for youths?

Some challenges are of key importance: the lack of skilled manpower for certain jobs, mainly because of the working conditions; the development of transport and its effect on flows, service quality, sustainable development and environmental protection; and the adoption and incorporation of new information and communication technologies as a factor of competitiveness.

To facilitate continuous improvement of tourism service quality to meet the requirements of consumers, it is important to carry out consumer surveys and ensure response to complaints.

Starting 2012 British Council in Uzbekistan launched a research 'English for skills' in order to observe current state of teaching Tourism through English language. The target subject was 'English for specialty'.

The purpose of the research was to establish the current levels of English language competence amongst teachers and learners in the College sector; and to investigate current teaching practices and future training needs. The study also captures the hopes and aspirations of the learners.

The data gathered gives a clear and consistent picture. Amongst both teachers and students, current levels of English language competence are generally at A1 level (beginner and post-beginner) on the Common European Framework of Reference for languages. Teachers are making considerable efforts to use English as the medium of instruction in the classroom, and this is commendable. Classroom teaching would be more effective, however, if teachers had the opportunity to enrich their English language skills. Research findings show that, at present, teaching techniques are sometimes limited in range, and will not prepare students adequately for the world of work.

The study also examined the attitudes and motivation levels of teachers and students of Tourism. Findings in this area give reason for optimism. All teachers are keen to learn new classroom skills. There was a high level of consistency in the training needs identified by the researchers and those reported by the teachers themselves. This consistency is carried through in the information provided by students. The young learners are keen to practice speaking and listening, and to learn using communicative approaches. They are fully aware of the importance of English for their future careers. From a sample of 204 students, 87% intend to pursue careers in various branches of Tourism.

Therefore it is recommended:

1. To raise the quality of English language teaching for Tourism in the Vocational Colleges. A key aim of the project should be to improve teaching methodology, and bring classroom approaches into line with current communicative methodology.



2. Teacher training and development should include a focus on raising the teachers 'own competence in English. This could be done through the use of a training methodology which combines development in English for the Classroom with training in use of communicative methodology.
3. INSET should be carefully planned to ensure that new skills and techniques best practice in learned in training are fully transferred to classroom practice.
4. In the light of the existing English Language attainment levels, teacher training should have a strong 'core' component which focuses on improving English language for the classroom; training input should be carefully aligned with the teachers' English language attainment levels.
5. In discussion with employers, appropriate levels of English language competence on exit from vocational training should be established; learning and teaching approaches should be adjusted to ensure that College graduates can realistically meet this level of competence in three years of study.
6. Information from the training needs analysis should shape the design of the overall project and should determine trainer training and teacher training content. For example, training should cover the development of speaking skills for the classroom, and should also focus on techniques for teaching speaking. Lesson planning and the organization of pair and group work have also been identified by teachers themselves as a key need.
7. If resources are available, an increase in provision of ICT for the Tourism classrooms should be considered.
8. A plan for a project to enhance the quality of learning and teaching, and raise standards of English in Uzbekistan's Vocational Colleges be developed; the project should be piloted initially in the Tourism sector.

The introduction of new technologies and working practices will make it necessary to recruit specialized staff. It is vital to extend education and training programmes to workers in the tourism sector, as is already the case for other sectors; as this will facilitate adaptation to the new technologies prevailing in the sector. Trainings should be developed based on common "tasks", representing learning outcomes. This could serve (with national or local accreditation procedures) as a discrete and independent certificate while still referring to existing national qualification frameworks. It should be compulsory to provide workers in the tourism sector with training leading at least to vocational qualifications.

Training and interpersonal skills development should be planned so as to include compulsory foreign language learning for those employed in tourism, always taking account of cultural specificities, accompanied by the granting of vocational training certificates in accordance with national guidelines. Particular attention should be paid to tourism professionals who are directly concerned with cultural heritage, for instance guides, who should be accredited and demonstrate their ability to highlight the quality of cultural assets, based on a certificate issued by the local authorities testifying to their knowledge of the monuments in the area they are working, even if only on a temporary basis, and compulsory knowledge of the local language and the language of the people they are guiding. An equivalent certificate must exist for all types of professionals (e.g. waiters, chefs, fitness instructors) who have contact with tourists.

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