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# PEDAGOGICAL TECHNOLOGIES FOR DEVELOPING PROFESSIONAL LEXICAL COMPETENCE IN TOURISM STUDENTS

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**Abstract**
This article examines pedagogical technologies for developing professional lexical competence among tourism students at pedagogical universities in Uzbekistan. Professional lexical competence is understood as the ability to comprehend and use tourism terminology, conventional collocations, and service expressions appropriately in spoken and written communication. The article proposes a teaching sequence that combines contextual vocabulary instruction, task-based learning, role-play, and spaced retrieval practice. Students encounter professional vocabulary in itineraries, booking confirmations, guest correspondence, and guide scripts, then use it to handle reservations, explain itinerary changes, describe cultural heritage sites, and respond to complaints. The proposed assessment criteria address lexical accuracy, collocational appropriateness, register, and the ability to retrieve and use vocabulary in unfamiliar service situations. The approach connects English language instruction with the communicative demands of tourism work and incorporates local cultural content into professional language tasks.

**Keywords**: Professional lexical competence, tourism education, English for specific purposes, task-based learning, role-play, spaced retrieval practice.

**Аннотация:**
В статье рассматриваются педагогические технологии развития профессиональной лексической компетенции студентов направления «Туризм» педагогических вузов Узбекистана. Профессиональная

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лексическая компетенция понимается как способность понимать и уместно использовать туристическую терминологию, типичные словосочетания и речевые формулы обслуживания в устной и письменной коммуникации. В статье предлагается последовательность обучения, объединяющая освоение лексики в контексте, обучение на основе коммуникативных заданий, ролевые игры и воспроизведение лексики по памяти через определённые интервалы. Студенты знакомятся с профессиональной лексикой в туристических маршрутах, подтверждениях бронирования, переписке с гостями и текстах экскурсий, а затем используют её при работе с бронированиями, объяснении изменений маршрута, описании объектов культурного наследия и ответах на жалобы. Предлагаемые критерии оценивания учитывают точность словоупотребления, уместность словосочетаний, соответствие речевому регистру и способность вспоминать и использовать лексику в незнакомых ситуациях обслуживания. Такой подход связывает преподавание английского языка с коммуникативными задачами туристической деятельности и включает материалы о местной культуре в профессиональные языковые задания.

**Ключевые слова:** профессиональная лексическая компетенция, туристическое образование, английский язык для специальных целей, обучение на основе коммуникативных заданий, ролевые игры, интервальное воспроизведение лексики.

## INTRODUCTION

Tourism students need professional English to explain services, clarify travel arrangements, and communicate with visitors from different linguistic backgrounds. In Uzbekistan, these responsibilities also include presenting local cultural heritage in language that international visitors can readily understand. A student may recognize terms such as cancellation policy and guided tour in a reading passage yet struggle to recall them during a conversation or combine them naturally with other words. Developing professional lexical competence therefore requires practice in selecting and using vocabulary while carrying out tourism tasks.

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For tourism students at pedagogical universities, professional lexical competence includes knowledge of specialized terms, common collocations, and expressions appropriate to different service situations. Its development involves connecting word meanings with recurring patterns of use and with the expectations of guests, guides, and service providers. Booking confirmations, itineraries, and visitor inquiries provide contexts in which students can examine how wording varies with purpose, audience, and the relationship between participants in a professional exchange.

This article aims to develop a teaching sequence that integrates contextual vocabulary instruction, task-based learning, role-play, and spaced retrieval practice. It focuses on how students encounter target expressions, rehearse them in guided activities, and adapt them when service conditions change. The article also specifies assessment criteria for lexical accuracy, collocational appropriateness, register, and independent use of vocabulary in unfamiliar tourism scenarios.

## METHODS

The methodological design organizes professional vocabulary instruction around four communicative situations relevant to tourism students at pedagogical universities in Uzbekistan: confirming reservations, explaining itinerary changes, interpreting cultural heritage, and responding to complaints. Each situation is represented by a short written text and a spoken exchange. Booking confirmations, sample guest correspondence, itinerary extracts, and guide scripts serve as teaching materials. The materials include examples of visits to heritage sites in Samarkand, Bukhara, and Khiva, allowing students to practise describing local places, objects, and customs in English for visitors with different levels of background knowledge.

Vocabulary selection follows three criteria: relevance to the communicative task, recurrence across teaching materials, and usefulness in more than one service situation. The lexical syllabus includes individual terms, collocations, and conventional expressions. For example, a reservation unit groups availability, refundable deposit, confirm a booking, and subject to availability around actions that students perform as service staff. Each entry records its meaning,

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pronunciation, typical grammatical pattern, and an example of appropriate use. Where several expressions perform a similar function, students compare their wording and level of formality in messages to guests and colleagues.

Each teaching unit follows a sequence of contextual analysis, guided rehearsal, and independent use. Students first identify the purpose of an exchange and infer the meanings of target expressions from surrounding language. They then match expressions to functions, complete short exchanges, and reformulate messages for different recipients. During guided rehearsal, pairs use role cards to practise an interaction such as confirming a room reservation. In the independent task, the instructor changes one condition, such as the arrival date or room availability, and students negotiate an alternative with the guest. Written follow-up tasks require them to summarize the agreed arrangement in an email or booking note.

Spaced retrieval is integrated across units. Students recall expressions at the end of the lesson, at the start of the next lesson, and in a later task with a different service purpose. Retrieval prompts describe what the student needs to accomplish, such as explaining whether a deposit can be returned. Students first produce a response from memory, then compare it with sample wording and revise it. Feedback identifies the specific word choice, collocation, or register issue and gives students an opportunity to reuse the revised expression in a subsequent exchange.

Assessment uses a role-play with an unfamiliar service problem and a written response based on the same scenario. The rubric covers lexical accuracy, collocational appropriateness, register, and independent lexical use. Lexical accuracy concerns whether a term conveys the intended meaning, including distinctions such as advance payment and refundable deposit. Collocational appropriateness concerns whether words combine conventionally in the given context. Register concerns whether wording suits the recipient and communicative purpose. Independent lexical use is judged by whether the student can choose or paraphrase an expression when a familiar task changes. The instructor records examples from both responses and uses them to identify which expressions require further practice. Students then revise one spoken response and one written message, applying the same criteria to explain how their revisions improve clarity for the guest.

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## RESULTS

The instructional design yields four teaching units, a set of retrieval prompts, and a rubric for assessing professional lexical competence in spoken and written tasks. Each unit links target expressions to a service decision that students must communicate to a guest. The reservation unit focuses on confirming arrangements and explaining payment conditions. The itinerary unit addresses delays, substitutions, and revised departure times. The cultural heritage unit develops vocabulary for describing historic buildings and explaining visitor procedures. The complaint unit focuses on acknowledging a problem, checking the relevant details, and offering an appropriate remedy.

In the reservation unit, the distinction between a refundable deposit and an advance payment becomes consequential when a guest asks what happens if a booking is cancelled. The task requires students to interpret the terms of the reservation and communicate the specific condition that applies. During rehearsal, they explain a cancellation deadline to a guest. In the follow-up scenario, the arrival date changes and the original room is unavailable. The student must offer an alternative and confirm the revised terms in writing. Expressions such as confirm your reservation and subject to availability are thus used at identifiable points in the exchange.

The cultural heritage unit produces a guide commentary task in which students describe a site in Samarkand, Bukhara, or Khiva and adapt their wording to a visitor's question. For instance, a guide may introduce a building as a madrasa and then explain that it historically served as an institution of learning. The task connects preservation of the local term with an accessible explanation of its function. A related prompt asks students to explain an entry or photography rule using information provided on a visitor notice. The rubric captures whether their word choice conveys the rule precisely and whether the wording is appropriate when addressing guests.

The itinerary and complaint units provide opportunities to reuse vocabulary for a different purpose. An expression such as arrange an alternative can refer to a replacement activity after a site closure or to a service offered in response to a complaint. Retrieval prompts give students the service problem and ask them to formulate a response from memory. The accompanying written tasks require

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students to record the outcome in a message to the guest. For example, a revised itinerary email specifies which activity has changed, when the replacement begins, and where visitors should meet.

The resulting rubric makes it possible to describe distinct features of a response. A student may convey the terms of a refund accurately while using an unconventional collocation, or use a courteous expression while leaving the refund deadline unclear. The rubric captures these differences through lexical accuracy, collocational appropriateness, register, and independent lexical use. Applying the same criteria to the role-play and the written follow-up allows the instructor to compare how a student handles the same issue across both forms of communication. The resulting feedback can identify a specific revision, such as replacing an ambiguous payment term or using a conventional expression to state a deadline. Students can then apply the revised wording when a subsequent task changes the guest's request, the booking conditions, or the service available.

## DISCUSSION

Organizing vocabulary around service decisions gives tourism students a concrete reason to distinguish expressions with related meanings. In a booking exchange, the distinction between a deposit and an advance payment matters because the guest needs to know what amount is due and under what conditions it can be returned. The teaching materials should therefore include the terms of the booking alongside the target expressions. This allows students to connect lexical accuracy with accurate service information. Instructors can also vary the payment conditions across tasks so that students learn to interpret the specific terms before giving an answer.

The movement from guided rehearsal to independent use changes the demands placed on learners. A role card with a model phrase helps students rehearse pronunciation and become familiar with a conventional collocation. Once the phrase is removed and the guest introduces a new constraint, students must choose wording that fits the revised situation. For example, a guest who cannot join a replacement tour at the proposed time may need an explanation of other available options. The value of this variation lies in the decision it creates for the

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student and the opportunity it gives the instructor to observe how the student retrieves or paraphrases relevant vocabulary.

Spaced retrieval can connect units when the same expression serves a recognizable function across different encounters. A phrase practised while explaining an itinerary change can reappear when a guest requests a replacement service. This recurrence helps instructors prioritize expressions that deserve practice across the course. However, reuse also requires attention to what follows the expression. Arranging an alternative transfer calls for details about pickup time and location, whereas arranging an alternative activity may call for information about duration, accessibility, or admission. Retrieval prompts should therefore elicit both the expression and the details that make the response useful.

Heritage interpretation adds a further dimension to lexical instruction in Uzbekistan. Students need to decide when to retain a culturally specific term and how much explanation an international visitor needs. A concise explanation of a madrasa can introduce its historical educational function, while a visitor's follow-up question may invite more precise vocabulary about the building or its use. Such exchanges give students practice in adjusting the level of detail without losing accuracy. Site descriptions and visitor notices can support this work by giving students a shared basis for their explanations and helping instructors identify where a reformulation changes the intended meaning.

Using common criteria for oral and written tasks helps instructors distinguish problems that require different kinds of feedback. An unclear refund condition calls for attention to meaning and completeness, whereas an awkward combination of words calls for practice with collocations. A courteous spoken response may also need more precise dates or conditions when it becomes a written confirmation. Feedback should identify the wording that caused the difficulty and give students a practical reason to revise it. In a tourism faculty, these revisions can connect English classes with modules in guiding, hospitality, and travel operations. Instructors can use a shared scenario to evaluate both the service decision and the language that communicates it clearly.

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## CONCLUSION

The teaching sequence developed in this article places professional vocabulary within the decisions tourism staff communicate to guests. Students work with booking confirmations, itineraries, visitor notices, and guide scripts to identify how terms, collocations, and service expressions convey specific information. Guided rehearsal gives them practice with conventional wording, while changes to booking conditions, visitor requests, or service availability require them to select expressions independently. Spaced retrieval brings useful vocabulary back into later tasks, where students apply it to a different request or problem.

The four units give tourism faculties at pedagogical universities in Uzbekistan a structure for integrating English instruction with coursework in travel operations, hospitality, and guiding. Local heritage tasks train students to explain culturally specific terms in accessible English and adjust their explanations to visitors' questions. Reservation, itinerary, and complaint tasks require students to communicate conditions and alternatives accurately in conversation and written correspondence.

The assessment rubric gives instructors a common basis for reviewing spoken and written responses. Its criteria address lexical accuracy, collocational appropriateness, register, and independent lexical use. Feedback can point to the exact wording a student needs to revise, such as a vague deadline or an imprecise refund condition. By carrying that revision into a new scenario, students practise using professional English to answer questions clearly and communicate information that guests need to make informed travel decisions.

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