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TURIZM YO'NALISHI TALABALARI UCHUN KASBIY MAQSADLARGA YO'NALTIRILGAN INGLIZ TILI KURSLARIGA PRAGMATIK KOMPETENSIYANI INTEGRATSIYA QILISH

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Annotatsiya.

Ushbu maqolada turizm yo'nalishi talabalari uchun mo'ljallangan kasbiy maqsadlarga yo'naltirilgan ingliz tili (English for Specific Purposes — ESP) kurslariga pragmatik kompetensiyani integratsiya qilish masalasi o'rganiladi. Turizm sohasidagi muloqot nafaqat grammatik jihatdan to'g'ri nutq va kasbiy lug'at boyligini, balki vaziyat, suhbatdoshning ijtimoiy mavqeyi, kommunikativ maqsad va madaniy kutishlarga muvofiq ijtimoiy jihatdan maqbul til vositalarini tanlash qobiliyatini ham talab qilishi asoslab beriladi. Tadqiqotda pragmatik kompetensiya kasbiy kommunikativ kompetensiyaning asosiy tarkibiy qismi sifatida ko'rib chiqiladi hamda u mehmonlarni kutib olish, ma'lumot berish, tavsiyalar taqdim etish, shikoyatlarni ko'rib chiqish, uzr so'rash, so'rovlarni rad etish va xizmat ko'rsatish jarayonida yuzaga keladigan muammolarni hal qilish kabi turizm sohasiga xos kommunikativ vaziyatlar bilan bog'liq holda tahlil qilinadi. ESP ta'limi doirasida o'rgatilishi mumkin bo'lgan nutqiy aktlar, xushmuomalalik strategiyalari, madaniyatlararo xabardorlik va diskursni boshqarish ko'nikmalariga alohida e'tibor qaratiladi. Shuningdek, maqolada roli o'yinlar, vaziyatli dialoglar, keys-stadilar, turizm sohasiga oid autentik materiallar hamda xizmat ko'rsatish jarayonidagi muloqot vaziyatlarini refleksiv tahlil qilish kabi amaliy auditoriya mashg'ulotlari usullari yoritiladi. Xulosa sifatida, ESP kurslariga pragmatik topshiriqlarni tizimli ravishda kiritish talabalarining xalqaro turizm sharoitida vaziyatga mos, professional va samarali muloqot qilish qobiliyatini oshirishi ta'kidlanadi. Taklif etilgan yondashuv ehtiyojlarga asoslangan o'quv dasturlarini ishlab chiqish hamda amaliyotda kontekstga mos til qo'llash ko'nikmalarini baholashga xizmat qiladi.

Kalit so'zlar: pragmatik kompetensiya, kasbiy maqsadlarga yo'naltirilgan ingliz tili (ESP), turizm yo'nalishi talabalari, nutqiy aktlar, xushmuomalalik strategiyalari, madaniyatlararo kommunikatsiya, kasbiy diskurs.

ИНТЕГРАЦИЯ ПРАГМАТИЧЕСКОЙ КОМПЕТЕНЦИИ В КУРСЫ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ ДЛЯ СТУДЕНТОВ ТУРИСТИЧЕСКОГО НАПРАВЛЕНИЯ

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Аннотация.

В данной статье рассматривается интеграция прагматической компетенции в курсы английского языка для специальных целей (English for Specific Purposes — ESP), предназначенные для студентов туристического направления. Обосновывается положение о том, что коммуникация в сфере туризма требует не только грамматической правильности речи и владения профессиональной лексикой, но и способности выбирать социально приемлемые языковые средства в зависимости от контекста, статуса собеседника, коммуникативного намерения и культурных ожиданий. В исследовании прагматическая компетенция рассматривается как ключевой компонент профессиональной коммуникативной компетенции и анализируется применительно к типичным ситуациям туристического общения, включая встречу гостей, предоставление информации, формулирование рекомендаций, рассмотрение жалоб, принесение извинений, отказ в выполнении просьб и решение проблем, возникающих в процессе обслуживания. Особое внимание уделяется речевым актам, стратегиям вежливости, межкультурной

осведомлённости и управлению дискурсом как элементам, которые могут целенаправленно формироваться в рамках обучения английскому языку для специальных целей. В статье также рассматриваются практические методы аудиторной работы, такие как ролевые игры, ситуативные диалоги, анализ конкретных ситуаций (кейс-стади), использование аутентичных материалов туристической сферы и рефлексивный анализ коммуникативных ситуаций в процессе обслуживания. Делается вывод о том, что систематическое включение прагматических заданий в курсы ESP способствует развитию способности студентов осуществлять уместную, профессиональную и эффективную коммуникацию в условиях международного туризма. Предлагаемый подход способствует разработке учебных программ с учётом потребностей обучающихся и оцениванию практических навыков использования языка в зависимости от коммуникативного контекста.

Ключевые слова: прагматическая компетенция, английский язык для специальных целей (ESP), студенты туристического направления, речевые акты, стратегии вежливости, межкультурная коммуникация, профессиональный дискурс.

THE INTEGRATION OF PRAGMATIC COMPETENCE INTO ENGLISH FOR SPECIFIC PURPOSES COURSES FOR TOURISM STUDENTS

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Abstract.

This article examines the integration of pragmatic competence into English for Specific Purposes (ESP) courses designed for tourism students. It argues that communication in tourism requires not only grammatical accuracy and professional vocabulary but also the ability to select socially appropriate language according to context, interlocutor status, communicative intention, and cultural expectations. The study discusses pragmatic competence as a core component of professional communicative competence and relates it to common tourism situations, including welcoming guests, providing information, making recommendations, handling complaints, apologising, refusing requests, and resolving service-related problems. Special attention is given to speech acts, politeness strategies, intercultural awareness, and discourse management as teachable elements within ESP instruction. The article also outlines practical classroom techniques such as role plays, situational dialogues, case studies, authentic tourism materials, and reflective analysis of service encounters. It concludes that the systematic inclusion of pragmatic tasks in ESP courses can improve students' ability to communicate appropriately, professionally, and effectively in international tourism contexts. The proposed approach supports needs-based syllabus design and the assessment of context-sensitive language performance in practice.

Keywords: pragmatic competence, English for Specific Purposes (ESP), tourism students, speech acts, politeness strategies, intercultural communication, professional discourse.

Introduction. In the contemporary global tourism industry, English has become one of the principal means of professional communication among tourists, travel agents, hotel staff, tour guides, destination managers, and service providers. For tourism students, therefore, learning English is not limited to mastering grammar, vocabulary, and general communicative skills; it also requires the ability to use language appropriately in socially and culturally determined professional situations [1]. In this regard, pragmatic competence plays a crucial role in English for Specific Purposes (ESP) courses, as it enables learners to understand communicative intentions, select contextually appropriate expressions, and respond effectively in various service encounters.

Pragmatic competence refers to the ability to use language in accordance with the communicative situation, the status of interlocutors, the purpose of interaction, and sociocultural norms. In tourism discourse, this competence is particularly important because communication often takes place in intercultural contexts where misunderstandings may arise not from grammatical errors but from inappropriate tone, excessive directness, unsuitable levels of politeness, or failure to interpret implied meanings. For example, greeting guests, making recommendations, apologising for

inconveniences, handling complaints, politely refusing requests, and giving instructions require more than linguistic accuracy. They demand sensitivity to context, appropriate politeness strategies, and an understanding of professional etiquette.

English for Specific Purposes (ESP) courses for tourism students should therefore be designed to reflect the real communicative needs of the tourism sector. Traditional ESP instruction often prioritises terminology, reading professional texts, and practising standard dialogues. Although these elements are necessary, they may not be sufficient to prepare students for authentic interactions with international clients [8]. Tourism students need systematic exposure to speech acts, discourse patterns, intercultural communication norms, and pragmatic strategies that are frequently used in professional tourism settings.

The integration of pragmatic competence into ESP courses can make English language teaching more practice-oriented, context-sensitive, and professionally relevant. Role plays, case studies, situational dialogues, authentic service encounters, reflective analysis, and problem-solving tasks can help students develop the ability to select appropriate linguistic forms and adapt their speech to different communicative contexts. Such tasks also contribute to the development of professional communicative competence, which is essential for future specialists working in hotels, travel agencies, airports, tour operations, and customer service environments.

Thus, the present article focuses on the theoretical and practical importance of integrating pragmatic competence into ESP courses for tourism students. It discusses the role of pragmatic awareness in tourism communication and highlights methodological approaches that can support the development of students' appropriate, polite, and effective use of English in professional contexts.

LITERATURE REVIEW

The integration of pragmatic competence into English for Specific Purposes has been widely discussed in applied linguistics and language teaching research. Hutchinson and Waters consider ESP a learning-centred approach in which course content should be determined by learners' professional needs [5]. Similarly, Dudley-Evans and St John emphasise that ESP instruction must reflect the discourse, skills, and communicative situations of a particular field [4]. In tourism education, this means that students should not only learn professional vocabulary but also acquire the ability to communicate appropriately in service-based and intercultural contexts.

Pragmatic competence has been examined by Kasper and Rose as an essential component of second language development, particularly in relation to learners' ability to understand communicative intentions and use language according to social norms [7]. Bardovi-Harlig and Dörnyei show that language learners may notice grammatical errors more easily than pragmatic violations, which demonstrates the need for explicit pragmatic instruction [2]. Ishihara and Cohen also argue that pragmatics can be taught through awareness-raising activities, reflection, and contextualised practice [6].

In tourism-related ESP, Blue and Harun highlight hospitality language as a professional skill [3]. Their perspective supports the idea that politeness strategies, requests, apologies, complaints, and service interactions should be systematically incorporated into English courses for tourism students.

RESEARCH METHODOLOGY

This study employs a qualitative, descriptive, and analytical research design. The research is based on an analysis of theoretical sources related to pragmatic competence, English for Specific Purposes, and tourism discourse. The study also examines typical communicative situations in the tourism industry, including greeting guests, making requests, giving recommendations, handling complaints, and apologising.

A needs-based approach is applied to identify the pragmatic skills required by tourism students in professional communication. In addition, methodological techniques such as role plays, situational dialogues, case analysis, and the analysis of authentic materials are considered practical tools for integrating pragmatic competence into ESP instruction.

RESULTS

The findings indicate that pragmatic competence should be treated as an essential component of English for Specific Purposes courses for tourism students rather than as an additional or optional element. The analysis shows that tourism communication is highly context-dependent and requires learners to use English appropriately in professional, intercultural, and service-oriented situations. Students may possess grammatical knowledge and tourism-related vocabulary but still experience difficulties when they need to choose polite expressions, soften refusals, respond to complaints, interpret indirect meanings, or adapt their speech to a client's emotional state and cultural background.

The results also reveal that pragmatic competence in tourism ESP consists of several interrelated components. The first is speech act competence, which includes requests, offers, apologies, suggestions, warnings, and complaints. The second is sociopragmatic competence, which requires an understanding of the social relationships between speakers, the degree of formality, and the cultural expectations of guests. The third is pragmalinguistic competence, which involves selecting appropriate linguistic forms, such as modal verbs, hedging expressions, politeness formulas, and indirect structures. The fourth is discourse competence, which enables students to manage conversations coherently, maintain professional interactions, and resolve communication problems.

The analysis indicates that pragmatic competence can be developed through practical, context-based classroom

activities. Role plays, situational dialogues, case studies, authentic tourism materials, peer feedback, and reflective discussions help students connect linguistic forms with communicative intentions. These activities also encourage learners to analyse why a particular expression is appropriate or inappropriate in a given tourism context.

The results suggest that the systematic integration of pragmatic competence into ESP courses can improve students' professional communication skills, intercultural sensitivity, and ability to deliver high-quality service. This approach makes English language teaching more relevant to real-world tourism practices and prepares students for authentic workplace communication.

Table 1.

Integration of pragmatic competence components into ESP instruction for tourism students

Pragmatic component	Tourism-related function	ESP activity	classroom	Expected learning outcome
Speech competence	act	Greeting, requesting, apologising, recommending	Role-play and situational dialogue	Students perform common service interactions appropriately
Sociopragmatic competence	Considering status, distance and cultural norms	Case study and discussion		Students adapt speech to guest expectations
Pragmalinguistic competence	Using polite forms, hedges and indirect language	Language transformation tasks		Students choose suitable expressions for each context
Discourse competence	Managing complaints and service encounters	Problem-solving tasks		Students maintain coherent and professional communication
Intercultural pragmatic awareness	Avoiding misunderstandings in international tourism	Authentic material analysis		Students interpret cultural meanings more accurately

The table demonstrates that pragmatic competence can be operationalized through specific classroom objectives, activities, and learning outcomes. Each component corresponds to a real communicative need in tourism discourse. For example, speech acts are essential for direct service encounters, while sociopragmatic awareness helps students adapt their language to clients from diverse cultural backgrounds. Integrating these components into ESP instruction enables teachers to move beyond isolated vocabulary instruction towards comprehensive professional communication training. Therefore, the proposed structure can serve as a practical framework for designing tourism-oriented English lessons.

Integration of Pragmatic Competence into ESP for Tourism Students

Level 1: Tourism communication needs

Level 2: Speech acts; politeness strategies; intercultural awareness; discourse management

Level 3: Role plays; case studies; authentic materials; reflective analysis; peer feedback

Level 4: Appropriate language use; professional interaction; service quality; intercultural effectiveness

Figure 1. Model for integrating pragmatic competence into esp courses for tourism students

This structure demonstrates that pragmatic competence does not develop automatically through vocabulary or grammar instruction. It requires a purposeful sequence of needs analysis, pragmatic input, contextualized practice, and reflective assessment. Such a visual model can clearly illustrate the connection between theoretical competence and its practical implementation in ESP classrooms.

CONCLUSION

The integration of pragmatic competence into English for Specific Purposes (ESP) courses for tourism students is

essential for preparing future specialists for effective professional communication. Tourism discourse involves frequent interactions with people from different linguistic and cultural backgrounds. Therefore, students must be able not only to produce grammatically correct sentences but also to select appropriate, polite, and context-sensitive expressions. The study shows that pragmatic competence encompasses speech act performance, politeness strategies, sociocultural awareness, pragmalinguistic choices, and discourse management.

ESP courses for tourism students should be designed around real communicative situations encountered in the tourism industry. Greeting guests, providing information, making recommendations, responding to complaints, apologising, and refusing politely should be systematically incorporated into classroom practice. Role plays, situational tasks, case studies, and authentic materials can help students develop pragmatic awareness and professional confidence.

Thus, pragmatic competence enhances the practical value of ESP instruction. Its integration makes English language teaching more workplace-oriented, intercultural, and communicatively effective. Future research may focus on developing assessment criteria and experimental teaching models for measuring tourism students' pragmatic competence in real or simulated service encounters.

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