



Teaching Tourism Terminology to Students

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ABSTRACT

In this scientific article it is described that the problem of teaching students to Tourism terms. In the process of teaching terms about tourism specialty it requests taking into consideration the linguistic peculiarities of those terms. Thus, the purpose of studying the terms related to tourism in English is to increase the vocabulary of students in the profession and to form their skills in working with texts related to tourism in English. It is necessary to take into account the achievements of modern linguistics, to generalize the modern perception of terms by students in English and to provide continuous training to future professionals, as well as the need to create a new generation of textbooks on terminology.

Keywords:

modern linguistics, terms, teaching process, specific terminology, teaching technique, professional competence, the purpose of studying, multi-media, complex grammatical and textual organization, set of competencies, diversity, educational institutions, improve training quality.

I. Introduction.

Tourism is one of the most important economic and social phenomena of modern society. It is the third fastest growing industry in the world (after the oil and automotive industries). In recent years, a lot has been done in our region to develop inbound tourism.

In this article, we would like to focus on the last problem: training, raising qualification and professional retraining of guides and guide-interpreters, that is, those who directly represent our State to arriving guests, and on

whose work the impression of tourists from staying in Our State largely depends. [6]

Tourism education and teachers of tourism, specifically, play an important role in assisting students to acquire these skills and knowledge and in encouraging a sense of inclusion in the tourism community. [11] In an attempt to show possible ways for cultivating this shared repertoire, this article describes a multi-media based teaching technique used in High Educational institutions of Uzbekistan tourism course and presents research findings regarding its impacts. [7] The technique is

designed to provide pathways for students to develop an increased understanding of tourism specific terminology and key statistics, as well as related geographical and geo-political knowledge and skills, through student engagement and active learning. It is also designed to appeal to twenty first century students who live in a fast-paced, digital world where multi-media use is common, and increasingly expected in university classrooms.

II. Literature review

Tourism language has been observed by several authors. In recent times tourism terminology gained more focus, especially due to its fast development mirroring tourism extensive growth and progress. Authors focus on tourism terminology development in the digital age, its register variation, the extensive use of anglicisms in modern tourism language [1], its semantic and structural relations, pragmatics, antonym prefixation in English tourism. Certain authors focus and assess the development of certain term clusters inside a specific type of concept of tourism, eg in religious tourism. Translation issues and procedures are also a focus of authors dealing with tourism terminology. [9] Nevertheless, the field of language of tourism and its terminology is well researched and also a vast number of published work focuses on English language skills teaching for a successful tourism careers, there are up to date and to our knowledge no research of the implementation of tourism

terminology in university courses. [4] Hence this paper is trying to fill the void by establishing The Model of Tourism Terminology Implementation in Language for Tourism Purposes University Courses.

III. Analysis

Tourism training is the training of qualified human resources to fulfill the role of many activities related to the tourism industry, such as tour guides and business administration, travel, tourism, restaurants, hotels, research, and policy development on tourism [2]. Currently, namely "Promote education, training, and development of marine human resources: Enhance education, raise awareness, knowledge, understanding of the ocean, ocean, survival skills, and adaptation to climate change, sea-level rise, natural disaster prevention and avoidance for pupils and students of all grades and levels. Developing high-quality marine human resources in line with market demands; [10] adopt special mechanisms and policies to attract talents, step by step form a contingent of international-qualified managers, scientists, and experts with deep sea and ocean expertise. To adopt mechanisms to support, improve training quality, and develop a network of marine human resource training establishments to reach the region's advanced level. Effectively carry out vocational training to meet the labor requirements of marine economic sectors and to change jobs of the people" [3].

The teaching English for students' level and, consequently, setting their goals to effectively select the course materials. Actually, students should be at least with knowledge of the professional field sufficient to have a general understanding of the job and its communicative needs. In fact, students may have rather diverse levels of language and professional competence, especially in large courses, yet acknowledging diversity may stimulate student's collaboration rather than being an obstacle. In other words, diversity can be turned into a stimulus to overcome emotional issues and establish confidence. [8] Therefore, students may be more likely to accept a challenging syllabus. In practice, discussing with students their background knowledge may create a more relaxed atmosphere where students feel free to ask for support and share. Collaborative activities can play a role in building confidence.

It aims at promoting mutual engagement through the cooperative reading of a complex text with or without teacher management. They focus on one task at a time and share their interpretation. In this way, they feel supported by peers and are not overwhelmed by the complexity of the whole text. [5] A complex text presents lexical obstacles, complex grammatical and textual organization and needs metalinguistic competence to be understood. Tourism communication draws from diverse settings,

discourse communities and hence different genres – often hybrid genres. Tourism genres range from written legal/corporate documents, professional meetings, video-phone conversations, websites, and press releases along with tourist guides, brochures, emails, advertising texts, (e-)tickets, (phone/zoom/telegram) conversations, blogs, promotional videos, and reviews. [6] The richness of tourism discourse needs a vast set of competencies and compels teachers to balance authenticity and readability.

IV. Conclusion

Thus, we see the goal of the program, on the one hand, to improve skills guides-interpreters and other specialists in the tourism industry, on the other hand, personal development and raising the level of personal culture of the interested residents of the peninsula. It seems to us that the issues of training, retraining and advanced training of personnel in the tourism industry should be considered as one of the important conditions for its successful development and be in the center of attention of both our State and educational institutions. It is necessary to be equal to the world experience and the level of professionalism of the personnel of the leading tourist countries, working for the future.

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