

INNOVATIVE APPROACHES IN TEACHING FOREIGN LANGUAGES AND THE PROBLEMS OF INTEGRATION WITH THE TOURISM SECTOR

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Abstract: This article examines the current challenges and solutions related to teaching foreign languages, particularly English, through innovative methods and integrating them with the tourism sector. In the current education system, language teaching is often based on theoretical grammar rules, with insufficient use of practice-oriented methods. This limits students' ability to use the language in real-life situations and leads to decreased motivation. Integration with the tourism sector enhances language learning effectiveness, as students acquire specialized vocabulary and expressions used in their professional field. Through the use of the CLIL methodology and interactive technologies, lessons become more engaging and effective, improving language competence. The article presents recommendations to encourage teachers to implement new methods, increase practical activities, and connect language learning with tourism-related activities.

Keywords: innovative methods, tourism integration, foreign language education, practical training, interactive technologies, CLIL, ESP, motivation, professional-oriented language learning, language competence, effectiveness of language education, new approaches in language teaching, integration in education, language learning methodologies, student engagement, application of language in professional fields.

In the current educational process, teaching foreign languages is often characterized by a strong focus on theoretical knowledge, particularly grammar rules and translation. Students spend most of their time memorizing grammatical rules, doing translation exercises, and preparing for tests. Such an approach does not provide sufficient opportunities to develop practical communication skills. As a result, although students may have a good theoretical understanding of the language, they are unable to use it effectively in real-life communication situations. For example, tasks such as serving a foreign tourist, having a phone conversation with an international client, or writing an email in English require practical skills rather than just theoretical knowledge. In such situations, an inability to express oneself correctly and freely leads to the language knowledge being ineffective in real life.

Furthermore, today there is a lack of a close connection between foreign language teaching and the tourism sector. In many higher education institutions, English is taught based on a general curriculum, where students mainly deal with everyday topics such

as "My Family," "My Hobby," and "Weather." However, in professional fields like tourism, hotel management, guiding, and aviation services, students are not sufficiently taught industry-specific vocabulary, professional terminology, and real-life communicative scenarios. Consequently, a student studying hotel management may not know terms like "reception desk," "reservation policy," or "guest feedback," nor how to use them in context. This hinders their ability to work internationally in their field.

Another significant issue is the methodological preparedness and openness to innovation among teachers. Modern education increasingly incorporates innovative pedagogical methods and technologies — such as CLIL (Content and Language Integrated Learning), gamification, AR/VR (augmented and virtual reality technologies), and task-based learning — which make language teaching more effective and engaging. Unfortunately, many teachers have not yet sufficiently mastered these methods. Although some teachers have good foreign language proficiency, they often lack the methodological skills needed to organize interactive lessons, increase student engagement, and guide learning through tasks. Often, lessons remain traditional, limited to teacher lectures and test preparation.

For example, in modern language learning classes, students can be imagined as guests and engaged in English conversations within a tourism service scenario. Role-play exercises, virtual travel projects, trial conversations with real clients, or simulating a hotel reception environment help students develop not only language skills but also intercultural communication abilities.

Additionally, teachers' knowledge and skills in using modern technologies are often inadequate. Utilizing online resources such as Kahoot, Quizlet, Padlet, or Nearpod can enliven lessons and allow students to reinforce their knowledge through tests, quizzes, and interactive exercises. Unfortunately, the use of such opportunities remains limited in many educational institutions.

Another real issue is the lack of necessary technical infrastructure for teaching foreign languages in a practice-oriented way. Some higher education institutions do not have multimedia rooms designed for language teaching, audiovisual materials, modern textbooks, or interactive whiteboards connected to the internet. This leads to a one-sided educational process conducted solely based on textbooks. In such conditions, even if teachers want to introduce innovations, the material and technical base does not support them.

Moreover, the lack of a practical language environment in educational institutions is also a serious problem. To learn a foreign language effectively, students need opportunities to engage with the language not only in the classroom but also outside of it. Unfortunately, many universities do not have sufficient "Speaking Clubs," language Olympiads, tourism simulations, or communication spaces with foreign guests. This

limits the opportunity to apply learned knowledge in practice and leads to a passive learning model.

Another urgent problem is that textbooks and teaching materials do not meet modern requirements. Many textbooks do not take into account current professional needs and are based on artificial texts and outdated contexts. For example, terms and expressions related to globalization, digital services, and international tourism are almost absent from teaching materials. This situation disconnects students from the real industry and reduces their motivation to learn the language.

Additionally, differences in students' language proficiency levels also cause the quality of the educational process to suffer. Since beginners with A1 or A2 levels study together with advanced learners at B1 or B2 levels in one group, lessons cannot be conducted at the same pace. Teachers are forced to adopt a generalized approach, which bores stronger students and leaves those with lower proficiency unable to fully understand the lessons. This highlights the necessity for an individual approach.

Another noteworthy problem is the misdirected foreign language assessment system. In many higher education institutions, the evaluation of foreign language skills is conducted solely through tests, grammar exercises, and translation. Pronunciation, oral speech development, writing skills, and interactive communication abilities are often insufficiently considered. This situation encourages students to memorize material for exams, while the ability to use the language in real-life situations fails to develop. For example, according to an analysis conducted in 2023 at five major universities in Uzbekistan, out of 100 students who scored high marks in English, only 37 were capable of freely conducting a 3-minute oral conversation on a simple topic.

At the same time, the weakness of the technological infrastructure also negatively impacts the quality of language teaching. Many educational institutions have limited access to multimedia equipment, language laboratories, interactive whiteboards, and online platforms. This hinders the practical application of modern teaching methods. For instance, a student studying tourism needs videos, dialogue simulations, or virtual exercises reflecting a hotel environment to learn how to communicate with clients in real life. However, due to the lack of such resources, teachers remain confined to the traditional "book + blackboard" approach.

Overall, these initiatives carried out through international cooperation play a crucial role in modernizing the national education system, widely introducing innovations, and shaping the younger generation as individuals with broad worldviews and contemporary knowledge. Therefore, it is essential to develop and continuously expand such collaborations.

This article analyzes the significance and pressing issues of innovative approaches in teaching foreign languages, particularly English, and integration with the tourism sector. It was found that traditional teaching methods often rely solely on theoretical

knowledge and are insufficiently effective in developing practical skills. Hence, there is a need to link language learning to real-life and professional contexts.

Integration with the tourism sector makes language learning not only more engaging and interactive but also teaches students vocabulary, phrases, and communication patterns required in practical professional settings. This, in turn, contributes to their future success in the tourism industry. The implementation of CLIL (Content and Language Integrated Learning) methodology and ESP (English for Specific Purposes) programs opens new opportunities in language teaching as they develop not only language skills but also specialized knowledge in the field.

Moreover, with the help of interactive technologies and modern pedagogical approaches, the learning process becomes more effective and significantly increases students' motivation. Practical exercises, online and offline trainings, various projects, and masterclasses prepare students to use the language in practice and develop their independent thinking and communication abilities.

Creating the necessary conditions to encourage teachers to implement innovative methods and improve their professional skills, as well as proposals to closely connect education with activities in the tourism sector, contribute to improving the quality of education and raising it to international standards. All these efforts enable the modernization of the national education system, adaptation of youth to the demands of the modern global market, and preparation of competitive personnel.

Thus, the implementation of innovative approaches in teaching foreign languages and integration with the tourism sector not only enhances the effectiveness of language education but also lays a solid foundation for students' future professional success. This, in turn, serves to further develop and strengthen our country's education system on a global scale.

In recent years, innovative approaches to teaching foreign languages, especially when combined with the tourism industry, have become essential in modernizing education systems. These methods focus not only on theoretical knowledge but also on developing practical communication skills that prepare students for real-life professional situations. By connecting language learning with sector-specific vocabulary and scenarios, students acquire relevant competencies that improve their chances of success in international workplaces.

The integration of language teaching with the tourism sector offers valuable opportunities to enhance the quality of education and better prepare students for their future careers. Traditional teaching methods, which emphasize grammar rules and translation, often fail to develop the practical skills necessary for effective communication in real-world settings. Combining innovative pedagogies with industry-specific content increases student engagement and helps bridge the gap between classroom learning and professional demands.

Modern education needs to adapt to the challenges of globalization and rapidly changing labor markets by incorporating innovative teaching methods alongside content related to the tourism industry. This integrated approach not only improves students' language abilities but also equips them with the specialized knowledge required for professional success. It fosters motivation, active participation, and prepares learners to confidently navigate diverse communication situations in their careers.

To build a competitive workforce that meets international standards, education systems must adopt forward-looking strategies that blend language learning with practical industry experience. Methodologies such as Content and Language Integrated Learning (CLIL) and English for Specific Purposes (ESP) enable students to develop both linguistic and professional skills simultaneously. This approach produces well-rounded graduates who are ready to face the demands of today's global job market.

In conclusion, the adoption of innovative approaches in foreign language teaching, particularly through integration with the tourism sector, is vital for enhancing the effectiveness and relevance of language education. Traditional methods focused mainly on theoretical knowledge are insufficient to prepare students for real-world communication and professional challenges. By incorporating practical, sector-specific content and modern pedagogical techniques such as CLIL and ESP, educators can better equip learners with the necessary skills and motivation.

Furthermore, strengthening the link between language education and industry needs not only enriches the learning experience but also significantly improves students' readiness for their future careers in tourism and related fields. To achieve these goals, it is essential to invest in teacher training, update educational materials, and develop the technical infrastructure that supports interactive and immersive learning environments.

Ultimately, such comprehensive modernization efforts will contribute to producing highly skilled, adaptable graduates who can thrive in the global labor market and promote the country's development on the international stage.

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