

METHODOLOGICAL APPROACHES TO DEVELOPING PRAGMATIC COMPETENCE IN ENGLISH LANGUAGE TEACHING FOR TOURISM STUDENTS

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Abstract. *This article examines methodological approaches to developing pragmatic competence in English language teaching for tourism students. It focuses on the importance of equipping learners with the ability to use language appropriately in professional and intercultural contexts, where effective communication is essential. The study analyzes the integration of communicative language teaching, task-based learning, and content-based instruction as key methodological frameworks for fostering pragmatic skills. Particular attention is given to the role of authentic materials, simulation-based tasks, and role-play activities in creating realistic communicative environments. These methods enable learners to practice speech acts, apply politeness strategies, and adapt language according to situational demands. The article also highlights the significance of intercultural awareness in avoiding communication breakdowns in tourism settings. The findings suggest that a systematic and integrative methodological approach enhances pragmatic competence and prepares students for effective professional interaction in the global tourism industry.*

Keywords: *pragmatic competence, tourism students, task-based learning, communicative approach, intercultural communication, ESP, language pedagogy.*

Annotatsiya. *Mazkur maqolada turizm yo'nalishidagi talabalarga ingliz tilini o'qitish jarayonida pragmatik kompetentlikni rivojlantirishga qaratilgan metodologik yondashuvlar tahlil qilinadi. Unda o'quvchilarda tilni kasbiy va madaniyatlararo kontekstlarda mos ravishda qo'llay olish qobiliyatini shakllantirish zarurligi asoslab beriladi, chunki bunday vaziyatlarda samarali muloqot muhim ahamiyat kasb etadi. Tadqiqotda kommunikativ yondashuv, vazifaga asoslangan o'qitish hamda mazmuniy yo'naltirilgan o'qitishning integratsiyasi pragmatik ko'nikmalarni rivojlantirishning asosiy metodologik negizi sifatida ko'rib chiqiladi. Shuningdek, autentik materiallar, simulyatsiya asosidagi topshiriqlar va rolli o'yinlarning real kommunikativ muhitni yaratishdagi roli alohida yoritiladi. Ushbu metodlar orqali talabalar nutq aktlarini qo'llash, muloyimlik strategiyalaridan foydalanish hamda tilni vaziyatga mos holda moslashtirish ko'nikmalarini egallaydilar. Bundan tashqari, turizm sohasida kommunikativ uzilishlarning oldini olishda madaniyatlararo xabardorlikning ahamiyati ta'kidlanadi. Tadqiqot natijalari tizimli va integrativ metodologik yondashuv pragmatik kompetentlikni samarali rivojlantirishga hamda talabalarni global turizm sanoatida kasbiy muloqotga tayyorlashga xizmat qilishini ko'rsatadi.*

Kalit so'zlar: *pragmatik kompetensiya, turizm yo'nalishi talabalari, topshiriqli ta'lim, kommunikativ yondashuv, madaniyatlararo muloqot, ESP, til pedagogikasi.*

Аннотация. *В данной статье рассматриваются методологические подходы к развитию прагматической компетенции в процессе обучения английскому языку студентов туристических специальностей. Особое внимание уделяется необходимости формирования у обучающихся способности использовать язык адекватно в профессиональных и межкультурных контекстах, где эффективная коммуникация имеет ключевое значение. В исследовании анализируется интеграция коммуникативного подхода, обучения на основе задач и предметно-ориентированного обучения как основных методологических оснований формирования прагматических навыков. Отдельно рассматривается роль аутентичных материалов, моделирующих заданий и ролевых игр в создании реалистичных коммуникативных ситуаций. Данные методы позволяют обучающимся осваивать речевые акты, применять стратегии вежливости и адаптировать язык*

в зависимости от конкретной ситуации. Также подчеркивается значимость межкультурной осведомлённости в предотвращении коммуникативных сбоев в сфере туризма. Результаты исследования свидетельствуют о том, что системный и интегративный методологический подход способствует эффективному развитию прагматической компетенции и подготовке студентов к профессиональному взаимодействию в глобальной туристической индустрии.

***Ключевые слова:** прагматическая компетентность, студенты туризма, обучение заданиям, коммуникативный подход, межкультурная коммуникация, ESP, языковая педагогика.*

Introduction. In the contemporary landscape of language education, the preparation of tourism students requires a shift from purely linguistic instruction toward the development of professionally relevant communicative competencies. Among these, pragmatic competence plays a pivotal role, as it enables learners to interpret and produce language appropriately in context-sensitive and culturally diverse situations. In the tourism industry, where interaction with international clients is frequent and often unpredictable, the ability to employ language pragmatically becomes essential for ensuring effective service delivery and customer satisfaction.

Methodologically, the development of pragmatic competence necessitates the integration of multiple pedagogical approaches that go beyond traditional grammar-focused instruction. One of the most influential frameworks in this regard is communicative language teaching, which prioritizes meaningful interaction and authentic communication. However, recent research suggests that communicative approaches alone are insufficient unless they are complemented by explicit attention to pragmatic features such as speech acts, politeness strategies, and discourse conventions. Therefore, a more comprehensive methodological framework is required.

Task-based language teaching (TBLT) offers a valuable contribution to this process by engaging learners in real-world tasks that simulate professional communication scenarios. In tourism education, such tasks may include handling customer complaints, providing travel information, or managing service encounters. These activities create opportunities for learners to practice contextually appropriate language use and to develop adaptive communicative strategies. Furthermore, content-based instruction (CBI) allows for the integration of tourism-related subject matter into language learning, thereby enhancing both linguistic and professional competence simultaneously. Another important methodological dimension is the incorporation of intercultural communication training, which addresses the sociocultural aspects of pragmatic competence. Tourism professionals must navigate differences in cultural norms, values, and expectations, and therefore require a high level of cultural awareness and sensitivity. Simulation-based learning, role-play, and case-study methods have proven particularly effective in this regard, as they immerse learners in realistic communicative contexts and encourage reflective practice.

In addition, the use of authentic materials such as brochures, booking platforms, customer reviews, and service dialogues plays a crucial role in exposing learners to real-life language use. These materials provide rich input for developing pragmatic awareness

and help bridge the gap between classroom instruction and professional practice. Despite the growing recognition of these methodological approaches, their systematic integration into tourism-oriented English language teaching remains limited. Therefore, this study aims to examine and justify methodological approaches that effectively support the development of pragmatic competence in tourism students, with a focus on creating a coherent and practice-oriented instructional framework.

Literature analysis. Pragmatic competence has been widely explored as a crucial component of communicative competence, particularly in professional domains such as tourism where context-sensitive communication is essential. Foundational studies emphasize that effective language use requires not only grammatical accuracy but also the ability to interpret meaning according to social norms and situational factors. In this regard, pragmatic competence encompasses speech acts, politeness strategies, implicature, and discourse conventions, all of which are vital for successful interaction in tourism settings.

Within the framework of English for Specific Purposes (ESP), scholars highlight the importance of aligning language instruction with professional needs. Tourism students, in particular, require exposure to authentic communicative situations that reflect real workplace interactions. Research indicates that the integration of pragmatics into ESP-based curricula enhances learners' ability to respond appropriately in service encounters, customer communication, and intercultural exchanges.

Moreover, methodological studies underline the effectiveness of task-based learning, role-play, and simulation activities in developing pragmatic awareness. These approaches create opportunities for learners to practice contextually appropriate language use and to develop flexible communicative strategies. However, despite these advancements, the systematic incorporation of pragmatic instruction into tourism-oriented English teaching remains insufficient, indicating the need for more structured and integrative methodological frameworks.

Research methodology. This study employed a mixed-methods research design to investigate effective methodological approaches for developing pragmatic competence in tourism students within English language teaching. The research involved 60 undergraduate students majoring in tourism, divided into an experimental group (30 students) and a control group (30 students). The experimental group was taught using an integrative methodological framework combining communicative language teaching, task-based learning, and content-based instruction, with a strong emphasis on pragmatic elements such as speech acts, politeness strategies, and context-sensitive communication. Instructional techniques included role-play, simulation tasks, case studies, and the use of authentic tourism-related materials.

The control group followed a traditional teaching approach with limited focus on pragmatic aspects. Data collection tools included observation checklists, performance-

based assessment tasks, and student feedback. Quantitative data were analyzed using comparative statistical methods, while qualitative data were interpreted through thematic analysis to evaluate changes in learners' pragmatic awareness and communicative performance.

Results and discussion. The results of the study demonstrate a substantial improvement in the level of pragmatic competence among students in the experimental group compared to those in the control group. At the initial diagnostic stage, both groups exhibited comparable levels of pragmatic competence, particularly in recognizing basic speech acts and applying simple politeness strategies in predictable situations. This initial similarity ensured the validity of subsequent comparisons and confirmed the homogeneity of the sample.

Following the implementation of the integrative methodological approach, significant differences were observed across all measured components of pragmatic competence. Quantitative analysis indicated that the experimental group showed a marked increase in overall performance, with mean scores rising from 2.6 to 4.4. In contrast, the control group demonstrated only moderate improvement, with scores increasing from 2.7 to 3.5. These differences were statistically significant, confirming the effectiveness of the applied instructional framework. A closer examination of individual components revealed that the most notable progress in the experimental group was observed in the use of speech acts within tourism-related contexts. Students became more proficient in performing communicative functions such as greeting guests, handling complaints, making recommendations, and providing information in a polite and contextually appropriate manner. Additionally, significant improvement was recorded in the use of politeness strategies, where students demonstrated greater sensitivity to social distance, power relations, and cultural expectations.

Furthermore, students in the experimental group showed enhanced intercultural awareness, enabling them to better interpret and respond to culturally diverse communicative situations. They were more capable of avoiding pragmatic misunderstandings and adjusting their language according to the cultural background of their interlocutors. Another important development was observed in contextual language use, as students became more flexible in selecting appropriate linguistic forms based on situational variables. Qualitative data obtained from classroom observations and student feedback supported these findings. Participants in the experimental group actively engaged in communicative tasks, demonstrated increased confidence during role-play and simulation activities, and exhibited greater autonomy in managing professional communication scenarios. In contrast, students in the control group tended to rely on memorized expressions and showed limited ability to adapt their language use in dynamic situations.

To further clarify the quantitative differences observed between the experimental and control groups, the following table presents a comparative overview of the development of key components of pragmatic competence before and after the intervention.

Table. Development of pragmatic competence components (Experimental vs Control Groups).

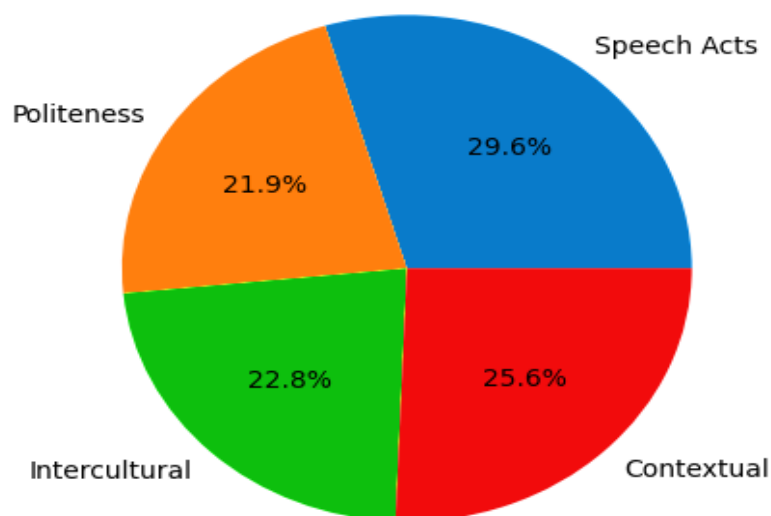
Components of Pragmatic Competence	Groups	Pre-test (Mean Score)	Post-test (Mean Score)	Growth (%)
Speech Acts (requests, offers, complaints)	Experimental	2.5	4.5	+80.0%
	Control	2.6	3.4	+30.7%
Politeness Strategies	Experimental	2.7	4.3	+59.2%
	Control	2.8	3.5	+25.0%
Intercultural Awareness	Experimental	2.6	4.2	+61.5%
	Control	2.7	3.3	+22.2%
Contextual Language Use	Experimental	2.6	4.4	+69.2%
	Control	2.7	3.4	+25.9%

As illustrated in Table 1, the experimental group demonstrates significantly higher growth across all components of pragmatic competence compared to the control group. The most pronounced improvement is observed in the use of speech acts and contextual language use, indicating that students became more capable of performing communicative functions effectively in tourism-related situations.

Moreover, the consistent increase in politeness strategies and intercultural awareness reflects enhanced sensitivity to sociocultural norms, which is essential for professional interaction in international tourism contexts. In contrast, the control group shows relatively modest progress, suggesting that traditional teaching approaches without explicit focus on pragmatics are less effective in developing context-sensitive communication skills. These results highlight the strong impact of integrative and practice-oriented methodologies in fostering pragmatic competence among tourism students.

To further illustrate the proportional contribution of each component to the overall development of pragmatic competence, the pie chart above presents the distribution of growth rates within the experimental group.

Distribution of Growth in Experimental Group



As depicted in the diagram, the largest share belongs to speech acts (29.6%), indicating that students achieved the most significant progress in performing communicative functions such as requests, offers, and service-related interactions. The contextual language use (25.6%) also occupies a substantial portion, reflecting students' improved ability to adapt language to specific tourism situations. Meanwhile, intercultural awareness (22.8%) and politeness strategies (21.9%) demonstrate relatively balanced contributions, highlighting the consistent development of sociocultural sensitivity and appropriate communicative behavior.

This distribution confirms that the integrative methodological approach promotes not only overall improvement but also a well-balanced development of all key components of pragmatic competence. At the same time, it shows a slightly higher emphasis on functional and context-based language use, which is particularly relevant for professional communication in the tourism sector.

Conclusion. In conclusion, the findings of this study confirm that the development of pragmatic competence in tourism students can be significantly enhanced through the application of integrative methodological approaches in English language teaching. The combination of communicative language teaching, task-based learning, and content-based instruction creates a comprehensive framework that supports the formation of context-sensitive and professionally relevant communicative skills.

The results demonstrate that students exposed to integrative and practice-oriented instruction achieved higher levels of performance across all components of pragmatic competence, including speech acts, politeness strategies, intercultural awareness, and contextual language use. In particular, the improvement in functional communication and situational adaptability indicates that learners became more capable of handling real-life tourism interactions effectively. Furthermore, the use of authentic materials, simulation-

based tasks, and role-play activities contributed to increased learner engagement and deeper understanding of pragmatic norms. These methods enabled students to internalize not only linguistic forms but also sociocultural conventions necessary for successful communication in international contexts.

Overall, the study highlights the importance of systematically integrating pragmatic instruction into tourism-oriented English curricula. Such an approach ensures the preparation of competent, flexible, and culturally aware professionals capable of effective communication in the global tourism industry.

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