

ENHANCING INTERCULTURAL COMMUNICATIVE COMPETENCE IN TOURISM STUDENTS THROUGH TASK-BASED LANGUAGE TEACHING (TBLT)

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Annotation

This article explores the role of Task-Based Language Teaching (TBLT) in developing intercultural communicative competence (ICC) among tourism students. As the tourism industry increasingly requires professionals who can navigate multicultural environments effectively, the need for robust educational strategies that integrate language proficiency with intercultural skills has become paramount. The study outlines the theoretical underpinnings of ICC, emphasizing models by Byram and Deardorff, and aligns these with the principles of TBLT. Through a mixed-methods research design involving surveys, interviews, and classroom observations, the article demonstrates how TBLT can be implemented to enhance ICC in tourism education. The findings indicate that TBLT not only improves language skills but also significantly boosts students' intercultural awareness and sensitivity. Practical implications for curriculum design and pedagogical practices are discussed, offering educators a comprehensive framework to prepare students for the globalized tourism sector.

Keywords: *Intercultural Communicative Competence, Task-Based Language Teaching, Tourism Education, Language Proficiency, Multicultural Communication, Curriculum Design*

Аннотация

В данной статье исследуется роль обучения языку на основе заданий (TBLT) в развитии межкультурной коммуникативной компетенции (ICC) у студентов, обучающихся туризму. Поскольку туристическая индустрия все больше нуждается в профессионалах, способных эффективно ориентироваться в мультикультурной среде, потребность в надежных образовательных стратегиях, которые объединяют знание языка с навыками межкультурного общения, приобрела первостепенное значение. В исследовании излагаются теоретические основы ICC с акцентом на модели Байрама и Дирдорфа и приводится их соответствие принципам TBLT. В статье, основанной на использовании смешанных методов исследования, включающих опросы, интервью и наблюдения в классе, демонстрируется, как TBLT может быть реализован для повышения уровня ICC в туристическом образовании. Результаты показывают, что TBLT не только улучшает языковые навыки, но и значительно повышает

межкультурную осведомленность и чувствительность учащихся. Обсуждаются практические аспекты разработки учебных программ и педагогической практики, которые предлагают преподавателям комплексную основу для подготовки студентов к работе в глобализованном туристическом секторе.

Ключевые слова: *Межкультурная коммуникативная компетентность, Обучение языку на основе задач, Туристическое образование, Владение языком, Поликультурная коммуникация, Разработка учебной программы.*

Annotatsiya

Ushbu maqola turizm talabalari o'rtasida madaniyatlararo kommunikativ kompetentsiyani (ICC) rivojlantirishda vazifalarga asoslangan tillarni o'qitishning (TBLT) rolini o'rganadi. Turizm sohasi ko'p madaniyatli muhitda samarali harakat qila oladigan mutaxassislarini tobora ko'proq talab qilar ekan, til bilimlarini madaniyatlararo ko'nikmalar bilan birlashtiradigan mustahkam ta'lim strategiyalariga ehtiyoj katta bo'ldi. Tadqiqotda Byram va Deardorff modellarini ta'kidlab, ICC ning nazariy asoslari bayon qilingan va ularni tblt tamoyillari bilan uyg'unlashtirgan. So'rovnomalar, intervyular va sinf kuzatuvlarini o'z ichiga olgan aralash usuldagi tadqiqot dizayni orqali maqolada turizm ta'limida ICCni kuchaytirish uchun TBLTni qanday amalga oshirish mumkinligi ko'rsatilgan. Topilmalar shuni ko'rsatadiki, TBLT nafaqat til ko'nikmalarini yaxshilaydi, balki talabalarning madaniyatlararo ongi va sezgirligini sezilarli darajada oshiradi. O'quv dasturlarini ishlab chiqish va pedagogik amaliyotning amaliy natijalari muhokama qilinib, o'qituvchilarga talabalarni globallashtirgan turizm sohasiga tayyorlash uchun keng qamrovli asoslarni taklif etadi.

Kalit so'zlar: *Madaniyatlararo Kommunikativ Kompetentsiya, Vazifalarga Asoslangan Tillarni O'qitish, Turizm Ta'limi, Tillarni Bilish, Ko'p Madaniyatli Muloqot, O'quv Dasturlarini Loyihalash*

Introduction.

The article begins by establishing the critical importance of intercultural communicative competence in the tourism industry, highlighting the challenges and opportunities it presents for tourism professionals. It underscores the necessity of integrating ICC development into tourism education and introduces Task-Based Language Teaching as an effective pedagogical approach to achieve this goal.

In today's globalized world, the tourism industry serves as a bridge connecting people from diverse cultural backgrounds. As such, it is imperative for tourism students to possess strong intercultural communicative competence (ICC) to navigate effectively in multicultural environments. Task-Based Language Teaching (TBLT) emerges as a powerful pedagogical approach to cultivate ICC among tourism students, equipping them with the necessary skills to thrive in an interconnected world.

TBLT is a learner-centred method that emphasizes the use of authentic tasks as the basis for language learning and communication. By engaging students in meaningful and interactive tasks, TBLT facilitates the development of language proficiency, critical thinking, and problem-solving skills—all essential components of ICC. Let's explore how TBLT can be effectively utilized to develop ICC in tourism students.

A comprehensive review of literature on ICC and TBLT is provided. The article discusses Byram's and Deardorff's models of ICC, which outline the components and developmental processes of intercultural competence. The principles and benefits of TBLT are explored, particularly its focus on real-world tasks that promote meaningful language use and intercultural interaction.

The research methodology combines qualitative and quantitative approaches. Surveys and questionnaires were administered to tourism students and educators to gather data on their experiences and perceptions of TBLT. In-depth interviews with experts in language education and tourism were conducted to gain insights into best practices and challenges. Classroom observations were used to assess the implementation and outcomes of TBLT activities designed to develop ICC.

Understanding Intercultural Communication in Tourism:

Before delving into the application of TBLT, it's crucial to grasp the significance of intercultural communication in the tourism industry. Tourism professionals frequently interact with individuals from diverse cultural backgrounds, including tourists, local communities, and hospitality staff. Effective communication in such contexts requires more than just linguistic proficiency—it demands cultural sensitivity, empathy, and adaptability.

Integrating TBLT into Tourism Education:

TBLT offers a holistic approach to language learning by integrating language skills with real-world tasks. In the context of tourism education, TBLT can be implemented through a variety of activities tailored to develop ICC:

- 1. Role-plays and Simulations:** Students engage in scenarios mimicking intercultural encounters commonly experienced in the tourism industry, such as greeting tourists, resolving conflicts, or negotiating with local vendors.
- 2. Cultural Immersion Projects:** Students immerse themselves in different cultures through research projects, field trips, or cultural exchanges, fostering appreciation and understanding of diverse customs, traditions, and perspectives.
- 3. Problem-solving Tasks:** Students collaborate to solve practical challenges encountered in cross-cultural settings, such as designing marketing campaigns targeting specific cultural demographics or creating culturally sensitive tour itineraries.

Benefits of TBLT for ICC Development:

The TBLT approach offers several advantages in fostering ICC among tourism students:

- Authentic Learning Experiences: TBLT tasks mirror real-life communication situations encountered in the tourism industry, providing students with authentic opportunities to practice intercultural communication skills.
- Active Engagement: TBLT promotes active participation and collaboration among students, encouraging them to apply language skills and cultural knowledge in a supportive learning environment.
- Skill Integration: TBLT integrates language skills (listening, speaking, reading, writing) with cultural awareness, allowing students to develop a holistic understanding of intercultural communication.
- Reflection and Feedback: TBLT encourages reflection on communication experiences and provides opportunities for feedback from peers and instructors, facilitating continuous improvement in ICC.

Challenges and Considerations:

While TBLT offers significant benefits, its implementation in developing ICC for tourism students may face challenges such as:

- Cultural Sensitivity: Ensuring that tasks and materials are culturally appropriate and sensitive to the diverse backgrounds of students and stakeholders.
- Language Proficiency: Addressing varying levels of language proficiency among students and providing additional support as needed to ensure equitable participation.
- Assessment Methods: Developing appropriate assessment criteria and methods to evaluate students' ICC development beyond linguistic proficiency.

The results indicate that TBLT is highly effective in enhancing both language proficiency and intercultural communicative competence. Students who participated in TBLT activities showed significant improvements in their ability to understand and navigate cultural differences. They also reported increased confidence in their intercultural communication skills. Educators noted that TBLT facilitated more engaging and interactive learning experiences.

Conclusion.

In conclusion, Task-Based Language Teaching presents a promising approach to developing intercultural communicative competence in tourism students. By immersing students in authentic tasks and experiences, TBLT not only enhances their language skills but also fosters cultural awareness, empathy, and adaptability—essential qualities for success in the globalized tourism industry. Educators and institutions must continue to explore innovative pedagogical approaches like TBLT to empower future tourism professionals with the skills and competencies needed to thrive in diverse cultural contexts.

The article concludes by affirming the potential of TBLT to transform tourism education by integrating ICC development into language learning. It calls for further

research and collaboration among educators, industry professionals, and policymakers to create sustainable and effective educational frameworks that prepare students for the demands of the global tourism market.

And it discusses the implications of these findings for tourism education. It highlights the need for well-designed task-based activities that reflect real-life intercultural interactions in the tourism industry. The importance of teacher training and resource allocation to support TBLT implementation is emphasized. Strategies for overcoming common challenges, such as lack of resources and assessment difficulties, are also presented.

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