

# Spanish Skills for Tourist Guides: Enhancing Communicative Competence

Abdunazar Kh. Juraev<sup>a</sup>, Munira Ch. Tuychieva<sup>b</sup>, Solikha A. Anorboyeva<sup>c</sup>, Nilufar A. Sabirova<sup>d</sup>  
and Sojida S. Akhadova<sup>e</sup>  
*Uzbekistan State World Languages University, Tashkent, Uzbekistan*

**Keywords:** Communicative Competence, Tourism, Guides, Speaking, Monolog, Matching, Vocabulary.

**Abstract:** This article underscores the significance of communicative competence among tourist guides in Uzbekistan, a nation renowned for its allure along the Silk Road. With the recent decree by the Uzbekistani president facilitating visa-free travel for tourists from over 100 countries, the role of tourist guides has become increasingly pivotal. The newfound accessibility has rendered the profession more appealing and demanding a higher level of proficiency. Within academic circles, particular emphasis is placed on equipping students with proficiency in the Spanish language to meet the evolving demands of the tourism sector. Through this article, we present the findings of our research, shedding light on the imperative need for effective communication skills among tourist guides to cater to the growing influx of international visitors to Uzbekistan.

## 1 INTRODUCTION

The global demand for proficiency in foreign languages is steadily increasing, necessitating the enhancement of lexical competence alongside other skills. Despite being the most populous country in Central Asia, Uzbekistan has seen a comparatively modest number of students learning Spanish as a foreign language in its universities. However, initiatives such as teaching Spanish in educational institutions worldwide, including the UK, USA, and Russian MGIMO, highlight the growing importance of Spanish language proficiency. Pedagogical technologies, particularly online resources like "El portal Español," play a significant role in fostering communicative competence, with a focus on common Spanish verbs. In Uzbekistan, reforms aimed at nurturing well-rounded individuals stress the importance of foreign language education and communication skills. Collaborative efforts with UNESCO and DGP Research & Consulting underscore the commitment to higher education

development. This research aims to enhance students' communicative competence in Spanish, aligning with global trends and educational priorities.

## 2 STUDY OBJECTIVES

The research involves examining a wide array of literature spanning linguistic, psychological, psycholinguistic, pedagogical, and methodological domains. It focuses on investigating lexical synonyms in Spanish through a comparative typological approach. Additionally, it includes an assessment of the current state of Spanish language instruction through questionnaire surveys with students and teachers, as well as observations of teaching practices, tests, and the development of instructional materials. An experiment is conducted to evaluate the efficacy of proposed exercises, with results analysed using mathematical statistics. The objective is to enhance the teaching of synonyms

<sup>a</sup> <https://orcid.org/0000-0003-3552-3111>

<sup>b</sup> <https://orcid.org/0000-0002-8492-4213>

<sup>c</sup> <https://orcid.org/0009-0006-3559-4517>

<sup>d</sup> <https://orcid.org/0000-0003-1671-9389>

<sup>e</sup> <https://orcid.org/0000-0003-0945-9953>

among students at a higher educational institution, while the subject pertains to refining the meaning, form, methods, and tools for communicative competence development, particularly through synonyms, among Spanish language learners as a second foreign language.

### 3 RESEARCH METHODOLOGY

The research utilises various methods including theoretical, diagnostic, and pedagogical experiments, along with mathematical tools for statistical analysis. Key findings include revealing lexical concept relationships between Spanish and Uzbek, determining typological difficulties in using Spanish synonyms, and enhancing didactic support for synonym usage.

Reliability is established through theoretical frameworks, methodological tools, and practical applications, validating the research outcomes.

The significance lies in improving students' communication skills in Spanish through developed exercises and recommendations for text drafting and oral speech enhancement.

Exploring communicative competence reveals its importance in foreign language teaching theory and practice, stemming from linguistic theories of Chomsky and Saussure to Hymes' introduction of communicative competence.

In Uzbekistan, students improve their Spanish communicative competence through vocabulary-based text composition and dictionary usage, yet the development of oral speech remains underexplored.

Linguistic competence development criteria, including lexical competence, are outlined in state education standards, underlining the importance of synonyms in language learning.

Understanding synonymy aids in choosing precise concepts in conversation, enhancing communication skills, with absolute and partial synonyms playing distinct roles in language acquisition

### 4 RESULTS & DISCUSSION

#### Methods of Teaching Synonyms:

- **Overview:** The chapter outlines areas of teaching synonyms, difficulties in assimilation, technology integration, and lexical exercises.

- **Concepts:** Describes concepts of independence, correspondence, and partial correspondence in Spanish and Uzbek.
- **Interpretation:** Illustrates cases of complete coincidence, partial coincidence, and complete difference between Spanish and Uzbek concepts.

#### Synonym Selection and Teaching:

- **Selection Process:** Highlights the selection of common synonyms from Spanish speech, with a focus on verbs.
- **Complexity:** Identifies verbs as the most challenging aspect of learning Spanish grammar.
- **Learning Stages:** Describes a two-stage process for presenting and practicing vocabulary, considering lexical skills.

#### Assimilation and Exercise Design:

- **Vocabulary Groups:** Categorizes Spanish vocabulary into easy, relatively difficult, and difficult groups for exercises.
- **Exercise Structure:** Explains exercises for real vocabulary assimilation, receptive and reproductive skills, and various lexical units.
- **Implementation:** Discusses in-class and at-home exercise formats and the importance of repetition.

#### Interference and Learning Difficulties:

- **Typological Analysis:** Analyzes lexical synonyms and identifies interference points between Spanish and Uzbek.
- **Challenges:** Details difficulties in phonetic-graphic connections, meaning, grammatical forms, and correct usage.
- **Resolution:** Proposes addressing interference through systematic vocabulary organization.

#### Experimental Study on Communication Improvement:

- **Purpose:** Defines practical aims including vocabulary's role in communication skill acquisition.
- **Implementation:** Details organization, analysis, and discussion with students and teachers across multiple universities.
- **Challenges:** Notes difficulties due to limited synonyms in textbooks and manuals.

#### Quantitative Analysis of Student Performance:

- **Pre-Experiment Analysis:** Evaluates speaking skills before the experiment in control and experimental groups.

- **Post-Experiment Analysis:** Compares speaking skills six months after the experiment in both groups.
- **Final Sample Analysis:** Examines speaking skills at the end of the experiment for conclusive insights.

#### Outcome and Effectiveness:

- **Results:** Show improvement in speaking skills among students in the experimental group post-experiment.
- **Conclusions:** Attribute effectiveness to modern teaching technologies and methodologies.
- **Implications:** Suggests positive impact on communication skills through systematic vocabulary exercises.

## 5 CONCLUSION

The research underscores the pressing need to address the challenges inherent in teaching Spanish vocabulary, a crucial aspect in enhancing students' communicative competence. By analysing classroom dynamics, pre- and post-experiment assessments, and educational materials, it becomes evident that a tailored curriculum, aligned with CEFR standards, is essential. The study reveals that students' proficiency in Spanish significantly increases through targeted vocabulary exercises, emphasizing the importance of a systematic approach to vocabulary acquisition. Moreover, the integration of synonyms as a pedagogical tool proves to be highly effective, fostering linguistic sensitivity and expanding students' lexical repertoire.

The findings highlight the significance of macro comparative analysis in language teaching, particularly in comparing the lexical systems of Spanish and Uzbek. This approach not only enhances students' understanding of linguistic nuances but also facilitates cross-cultural communication. The experimental experience validates the efficacy of developed exercises in enhancing students' speaking and writing skills in Spanish. Through consistent practice with synonyms and other linguistic exercises, students demonstrate marked improvements in their ability to articulate ideas fluently and accurately.

Furthermore, the study unveils the pivotal role of active teaching methods, such as role-playing and design games, in bolstering interest and proficiency in the Spanish language. These interactive approaches not only engage students actively in the learning process but also provide practical opportunities for

them to apply their language skills in authentic contexts. Importantly, the research identifies a growing interest among students and educators in mastering Spanish, driven by its status as the second most spoken language globally. This underscores the increasing importance of Spanish proficiency in Uzbekistan's educational landscape, reflecting broader trends in globalization and intercultural exchange.

## REFERENCES

- Mirziyoev, S. (2018, March 5). Speech by the President of the Republic of Uzbekistan Sh. Mirziyoev on March 5, 2018, during his visit to the boarding school named after Isakkan Ibrat, Turakurgan district, Namangan region. Retrieved from <http://www.uza.uz/oz/.../president-is-okhon-t-ra-ibrat-mazhm>
- Alimov, F. S. H. (2018). Formation of written competence in English: Abstract (Doctoral dissertation, Tashkent).
- Andriyanova, V. I. (1997). Theory and practice of teaching Uzbek schoolchildren oral communication in Russian (Doctoral dissertation, Tashkent).
- Akmedova, L. T. (2012). Theory and practice of teaching professional Russian philology students (Doctoral dissertation, Tashkent).
- Babaniyazova, N. P. (2018). Modular technology for teaching verb vocabulary in English to students at level B1 in the Republic of Karakalpakstan: Author's abstract (Doctoral dissertation, Tashkent).
- Dzusupov, M. (2008). Teaching Russian pronunciation to Cossack students while studying a course in phonetics of the modern Russian language (Doctoral dissertation, Tashkent).
- Kulmatov, B. G. (2018). Improving the theoretical basis for using CEFR criteria when teaching English using innovative technologies (Doctoral dissertation, Tashkent).
- Lopintseva, L. A. (2016). Formation of the communicative competence of school students in teaching the Russian language and reading techniques of "continuous" and "incomplete" texts: Abstract (Doctoral dissertation, Yekaterinburg).
- Martyanova, I. A. (2009). Formation of communicative competencies of students of technical universities: Abstract (Doctoral dissertation, Nizhny Novgorod).
- Petrova, V. I. (2017). Methods for the formation of professionally oriented foreign language communicative competence of bachelors in the educational space of the university (Doctoral dissertation, Perm).
- Poltorak, N. A. (2014). Language communicative competence of Russian students in the context of contextual socialization: Sociocultural aspect: Author's abstract (Doctoral dissertation, Rostov-on-Don).

- Pronchenko, E. N. (2002). Teaching the lexical side of oral speech based on synonymy (Doctoral dissertation, Pyatigorsk).
- Sattarov, T. K. (2003). Technology of formation of methodological competence of a future foreign language teacher (based on the material of the English language) (Doctoral dissertation, Tashkent).
- Avliyakov, N. Kh. (2009). Pedagogical technology. Tashkent: ALOKACHI.
- Jumayev, G. I. (2023). Audiomanuscript – a project on the study of oriental manuscript sources. *Journal of Social Research in Uzbekistan*, 50-52.
- Bragina, A. A. (1986). Synonym in literary writing. Moscow: Nauka.
- Vinokurova, M. Ya. (2007). The pedagogical potential of interactive technological learning as a factor in the development of students' communicative competence: Author's abstract (Doctoral dissertation, Moscow).
- Dzhololov, Y. (2012). Methods of teaching foreign languages: Textbook for students of foreign language universities (faculties) (2nd ed.). Tashkent: Teacher.
- Ilieva, L. K. (2007). Linguodidactic foundations of ensuring consistency in teaching a foreign language (Doctoral dissertation, Tashkent).
- Iriskulov, M. T. (1992). Introduction to linguistics: A manual for students of pedagogical institutes. Tashkent: Teacher.
- Kilicheva, F. B. (2008). Method of using new pedagogical technologies in teaching the Russian language to students of non-Russian universities (Doctoral dissertation, Tashkent).
- Kitaigorodskaya, G. A. (1986). Methods of intensive teaching of foreign languages (2nd ed., Rev. and additional). Moscow: Higher School.
- Kozlova, N. V. (2008). The methodology of using interactive methods in teaching German to students of higher education: Abstract of the thesis (Doctoral dissertation, Moscow).
- Maminov, O. (2008). Lexicology of the English language (2nd ed.). Tashkent: Mehridaro.
- Passov, E. I. (1991). Combinational method of teaching a foreign language (2nd ed.). Moscow: Prosveshchenie.
- Polat, E. S. (2002). New pedagogical and information technologies in the education system: Textbook for students of pedagogical universities and the system of higher education. Moscow: Academy.
- Siddikova, I. A. (1995). Semantization of applied language in the educational Uzbek-Russian synonymous dictionary: Author's abstract (Doctoral dissertation, Tashkent).
- Tolipov, U. K. (2004). Pedagogical technologies for the development of general and professional skills in the system of higher pedagogical education: Author's abstract (Doctoral dissertation, Tashkent).
- Farberman, V. L., & others. (2002). Modern teaching methods in higher education. Tashkent: Publisher.
- Shirinova, N. D. (2006). Increasing the cognitive activity of students of academic lyceums in English language lessons (Doctoral dissertation, Tashkent).
- Bachman, L. (1995). *Communicative Language Ability*. Madrid: Edelsa.
- Terese Cervera Mata. (n.d.). El lexico en la enseñanza de la lengua: innovación y propuestas didácticas a partir de análisis de un método de enseñanza de Español. Retrieved from [www.revistas.udistral.edu.co](http://www.revistas.udistral.edu.co).
- Hymes, D. (2002). On Communicative Competence. In J.B.Pride and J.Holmes (eds.), *Sociolinguistics*. Harmondsworth: Penguin, pp. 269-293.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Ogden, C. K., & Richard, J. (2010). *The meaning of meaning*. London: Cambridge University Press.
- Cortes de Morales, M. T. (2010). Category of semantization of lexical enhancement in the Spanish language (experience of structural research). Moscow.