



## APPLICATION OF PROBLEM-BASED LEARNING TECHNOLOGY IN DEVELOPING PROFESSIONAL COMMUNICATIVE COMPETENCE OF TOURISM STUDENTS

**Abdullaeva Feruza Suyunovna** (PhD), Associate Professor  
Uzbekistan State World Languages University

**ABSTRACT** This article analyzes the role and significance of problem-based learning (PBL) technology in developing professional communicative competence in foreign languages for tourism students. The theoretical foundations of PBL, its application in practice, and its integration into the educational process in tourism are discussed. The article describes the role of PBL in fostering critical and creative thinking skills in students during the process of foreign language acquisition.

**Keywords:** problem-based learning, professional competence, communicative competence, tourism, foreign language teaching, educational technology.

### INTRODUCTION

In modern educational systems, the use of innovative approaches plays a critical role, with problem-based learning (PBL) technology occupying a special place. PBL is aimed at fostering students' independent thinking, creative approaches, and problem-solving skills [1]. Developing professional communicative competence in foreign languages is essential for tourism students, as it directly impacts their future career success.

Incorporating PBL technology in foreign language teaching enables students to connect theoretical knowledge with practical application. For tourism professionals, the ability to communicate effectively in diverse problem-solving scenarios and develop creative thinking skills is crucial [2].

The rapidly growing global tourism industry demands professionals who can effectively communicate in multiple languages and navigate complex intercultural

interactions. For tourism students, developing professional communicative competence in foreign languages is not merely an academic requirement but a critical skill for their future careers. Effective communication enables tourism professionals to interact with diverse clients, resolve conflicts, and represent their organizations in a competitive global market. However, traditional teaching methods often fail to adequately prepare students for the dynamic and problem-oriented nature of real-world scenarios in the tourism sector.

Problem-Based Learning (PBL) technology offers a transformative approach to addressing this gap. By placing students at the center of the learning process, PBL engages them in solving realistic problems that mirror challenges they might face in their professional lives. This method not only enhances their linguistic proficiency but also equips them with critical thinking, creativity, and adaptability—key competencies for the modern tourism professional. Unlike traditional rote-learning models, PBL immerses students in active problem-solving, encouraging collaboration, inquiry, and the application of knowledge in authentic contexts.

The tourism industry presents unique challenges that require specialized communicative skills, such as handling cultural misunderstandings, managing customer complaints, and conducting multilingual negotiations. PBL aligns with these demands by simulating real-life scenarios, allowing students to practice and refine their abilities in a supportive learning environment. For instance, tasks like resolving a booking error or guiding an international tour group can foster both linguistic and interpersonal skills while promoting confidence in professional communication.

This article explores the principles, applications, and advantages of PBL in developing professional communicative competence in foreign languages for tourism students. It examines the theoretical foundations of PBL, discusses its integration into the educational process, and highlights practical examples of its implementation. Through this analysis, the article aims to provide educators with

actionable insights into leveraging PBL to prepare tourism students for the linguistic and professional challenges of their careers.

This approach involves engaging students in interactive educational processes and resolving problem-based scenarios through practical tasks. This article explores the application of PBL technology in the educational process for tourism students and its impact on their foreign language learning outcomes.

The principles of Problem-Based Learning (PBL) are central to its effectiveness in fostering professional communicative competence in foreign language education for tourism students. These principles ensure that the learning process is structured, student-centered, and aligned with real-world applications. Below are the detailed principles:

### **Problem-Centric Approach**

PBL revolves around real-world problems that are relevant to the students' future professional environment. In tourism, these problems might include handling guest complaints, designing tour packages, or conducting multilingual negotiations. Students analyze case studies or participate in simulations where they must resolve issues, such as language misunderstandings during a tour or addressing cultural sensitivities. This principle connects learning to actual scenarios, fostering critical thinking and practical communication skills.

### **Active Student Engagement**

PBL emphasizes active involvement of students in the learning process. Unlike traditional methods where students are passive recipients of information, PBL requires them to engage, question, and explore. Students actively participate in role-plays, group discussions, or problem-solving workshops related to professional tasks in the tourism sector. This principle enhances motivation, ownership of learning, and collaborative communication skills.

### **Collaboration and Teamwork**

Collaboration is integral to PBL, as students often work in teams to solve problems. This mirrors real-life scenarios in tourism, where teamwork is essential for delivering seamless services. Assigning group projects such as creating a multilingual tour guidebook or preparing for an international conference. Students learn to communicate effectively, delegate responsibilities, and leverage each other's strengths.

### **Integration of Theoretical and Practical Knowledge**

PBL bridges the gap between theoretical knowledge and practical application. Students apply linguistic theories or principles in practical scenarios relevant to their field. A task might involve applying grammar and vocabulary skills in drafting professional emails, marketing materials, or tour scripts in foreign languages. This principle ensures that students are prepared for the linguistic and professional demands of their careers.

### **Development of Self-Directed Learning**

PBL encourages students to take responsibility for their own learning by identifying knowledge gaps, seeking resources, and evaluating their progress. Students create personal learning plans to improve specific language skills, such as mastering idiomatic expressions commonly used in the tourism industry. This principle nurtures lifelong learning habits essential for adapting to evolving professional requirements.

### **Contextual and Authentic Learning**

PBL ensures that learning is situated within authentic, meaningful contexts, making it directly relevant to students' professional aspirations. Designing a task where students act as travel consultants, communicating in a foreign language to assist international clients. Students gain confidence in their ability to apply their skills in real-world professional environments.

### **Reflective Practice**

Reflection is a critical component of PBL, enabling students to evaluate their problem-solving processes, assess their performance, and identify areas for improvement. After completing a problem-solving task, students reflect on their strategies, challenges faced, and how they can improve their approach in future scenarios. This principle fosters self-awareness and the ability to adapt to new challenges.

### **Facilitator as a Guide**

In PBL, instructors act as facilitators rather than traditional lecturers, guiding students through the problem-solving process and encouraging independent thinking. The instructor might provide minimal initial guidance, asking probing questions to help students explore solutions rather than providing direct answers. Students develop autonomy and confidence in their abilities to approach and resolve complex problems.

### **Implementation in Tourism Education**

When applied to tourism students, these principles are particularly effective in developing professional communicative competence. For example:

- **Case-Based Tasks:** Handling complaints from foreign tourists or planning multilingual tour packages.
- **Simulations:** Acting as a tour guide or customer service agent in realistic scenarios.
- **Interactive Exercises:** Group presentations on cross-cultural communication in tourism.

By adhering to these principles, PBL not only enhances students' language skills but also prepares them for the diverse and challenging communication tasks in their professional lives.

### **LITERATURE REVIEW**

The essence of PBL technology emphasizes the primary goal of education—to develop students' critical and creative thinking abilities. John Dewey emphasized the

importance of ensuring students' active participation in the educational process and fostering independent thinking skills [1]. His theory laid the foundation for incorporating problem-based approaches into education.

P.Ya. Galperin emphasized the importance of combining practical tasks with theoretical knowledge in PBL processes. He highlighted that PBL not only imparts theoretical knowledge but also develops skills applicable to real-life situations [3].

Research on applying PBL in teaching foreign languages to tourism students highlights the specific adaptations of this technology to the field of tourism. Techniques such as role-playing, case studies, and various interactive exercises have proven effective in enhancing creative skills in tourism students [4].

In the context of foreign language acquisition, PBL creates opportunities to simulate professional scenarios, thereby bridging theoretical knowledge with practical skills. For instance, teaching communication skills relevant to hotel operations or organizing excursions can effectively prepare students for real-world challenges in the tourism sector.

## **DISCUSSIONS**

PBL is an educational approach where content focuses on developing students' critical and creative thinking skills. Through this process, students are given the opportunity to apply theoretical knowledge in real-life situations. In the field of tourism, PBL allows students to learn foreign languages with a practical orientation by solving problem-based scenarios. For example, professional contexts such as hotel communication or conducting tours can serve as useful training grounds for students. The effectiveness of PBL can be enhanced through modern pedagogical technologies, including interactive platforms, simulations, and virtual reality elements, making the learning process more engaging and impactful.

## **CONCLUSION**

PBL technology is one of the most effective methods for developing professional communicative competence in foreign languages for tourism students.

This approach enhances their critical thinking skills and communication abilities while also preparing them for professional challenges.

Expanding the use of PBL requires improving teacher qualifications and broadening the use of innovative tools to ensure better outcomes.

### References:

1. Dewey J. *How We Think*. New York: D.C. Heath & Co., 1910.

y

g

b

Anderson L.W., Krathwohl D.R. *A Taxonomy for Learning, Teaching, and*

Assessment

Classroom

Handbook

for

Teachers

1954

S

N

G

E

h

B

k

R

a

g

g

b

p

#

r