



# **ESSENTIAL VALUE OF EMPLOYMENT INFORMATION TECHNOLOGIES IN TEACHING TOURISM TERMS**

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**Abstract:** Vocabulary, terms and terminologies are the most important thing in learning a language. Tourists and travellers can express their thoughts and opinion about everything through terms and active vocabulary. That's why teaching tourism terms to the students is very significant. Teaching itself is an art. An art which, according to many teachers and researchers, is constantly changing depending on the era we live and teach in. Today, teaching stands before a milestone, a major shift. A shift towards teaching through technology, where, trying to follow our times, we strive to prepare our students to embrace the new world that lies ahead them.

**Key words:** information technology, education, terms, learning, teaching.

A lot of articles have been written about English language teaching and the use of ITs (Information Technologies) during the last decade, achieving a laudable outcome. Recent literature has shown that the use of ITs in the language classroom has a lot to offer to both learners and teachers, with learners enhancing their vocabulary, improving their reading and speaking skills, and with teachers having to hold a double role; the role of the educator and that of the facilitator, while having to cope with complex situations which include lack of training or lack of equipment in the language classroom.

As a media of education, IT can provide many solutions for teachers. As any teachers know, whenever a teacher presenting a new topic with a small or large number of new terms related to tourism or other spheres of life, students are supposed to learn, understand and memorize those words. However, many teachers also realized that there is only small chance to make students learn all the necessary, at best, they will learn them by heart mechanically, parrot them back at us and write some test and then probably forget the new tourism terms. To activate the new terms related to tourism and to use the new terms in the context, the teachers need some new techniques which will be able to interact and satisfy the students who live in the era of IT now. That's way the meaning of IT tools become more important. It's a valuable tool to improve teaching and learning tourism terms, not only for students but also for teachers. For teachers, IT is a professional resource to explore many methods of teaching tourism terms and for students, IT provides opportunities to develop their vocabulary by doing many



activities. The integration of IT in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies maybe implemented.

The English language is considered to have the largest terms related to the tourism in the world (Crystal, 2002) and learning these terms is an essential part of mastering a foreign language (Schmitt, 2008). Apart from the importance of vocabulary learning, new technologies challenge traditional conceptions of both teaching and learning and information technologies (IT) provide an array of powerful tools that may help in transforming the present isolated, teacher-centered and text-bound classrooms into rich, student-focused and interactive knowledge environments.

According to Hulstijn (2003;349), there are two approaches to learn terms. They are implicit learning paradigm and explicit learning paradigm. In implicit learning paradigm, terms can be developed in normal way by repeated experience in many different kinds of language contexts with reading as the main source of input. It can also be means as the process of acquiring terms related to tourism and grammar through meaning focused communicative activities such as reading and listening. While in explicit learning paradigm, context is the main source for acquiring terms related to tourism, besides learners also need extra help to build up enough terms and develop the strategies to manage with the vast reading context (Collis).

In explicit learning paradigm, the approaches are divided into two categories; explicit instruction and strategy instruction. In explicit instruction, students should be taught terms related to tourism by using various means including direct memorization techniques. (Pearson). However, there is more concern with low level learners who do not have enough vocabulary to read extensively. Nation (2001) suggested that high frequency (2,000 words level) and low frequency level should be treated differently. High frequency level can be attained by direct teaching such as teacher explanation or peer teaching, direct learning such as using word cards, while in low frequency level, students should be taught in more varied way, such as through music, video or animation.

Jonassen observes that many terms teaching programs are characterized by explicit skill instruction, a systematic scope and sequence, and repeated practice. However, much of the repeated practice consists of rote drill, so that children have little opportunity to manipulate word or apply critical thinking skills. The implication lies on the fact that at the rate at which children acquire vocabulary is slow and the volume of vocabulary within their access is low. The effect of this on their communication competencies either orally or writing is negatively adverse. Becoming fully literate is absolutely dependent on fast accurate recognition of words and their meanings in texts, and fast, accurate production of words in writing so that readers and writers can focus their attention on making meaning (Jonassen).

The world is advancing technologically at an increasingly fast rate, such that learners at all levels of education especially at the base are trained to be part of the advancement. Jones, Torgessen, and Sexton (1987) in their study comparing direct instruction and software application in teaching vocabulary found out that children, who work with software application



specially focused on vocabulary development, acquired better strategies for identifying new terms related to the tourism that do not appear in the program. This is an indication that these programs help language learner acquire word learning strategies not just the meaning of the specific words taught. Use of electronic applications and texts provided by the computer has been found to have positive impact on children's vocabulary development (Jones, et al, 1987).

Learning terms especially related to the tourism now can be interesting and fun through IT. It has some important benefits as one of the tools in teaching vocabulary. It has the capability to control presentation, increase variety and creativity, provide feedback on learning activity, and it can also adapt easily with any materials. When presenting a new terms used in tourism, students should be given an interesting material to attract attention. Unlike books and dictionaries which have fixed presentation, computer can combine visual with listening materials, texts with graphics and pictures even movies. For the lower level learners, these learning activities are interesting and challenging. Instead of reading and memorizing, students can directly involve into the activity. Through watching videos, students are introduced with many new terms in a fun way. Those vocabularies are presented directly in the real context with the real images. So, students will easily remember it. IT also increase variety and creativity in presenting new words. With IT, teachers can use different materials for each lesson. Unlike teaching with text books where all classes presenting a certain topic are the same. Teachers can also create activities based on their needs. Feedback is very important when carrying out an activity. Through feedback, teachers can review and revised all activities they have done. Computers also can provide a fast feedback to students' answer through error correction. It is not only spots mistake but also corrects it, sometimes even giving the appropriate advice.

Collis. B discusses that learning terms related to tourism has often been accused to be the last care of teachers as it is thought to be taught through reading and listening and perceived as 'incidental learning'. It is profound though that without vocabulary knowledge, learners feel that their understanding of language, whether that is written or spoken, is inadequate. Trying to alter the direction things have had until now, using online reading tasks to teach tourism terms appears to be of help. Through the use of computers, learners show signs of advancement, building their vocabulary and experiencing learning in different ways, through different methods than the ones they were used to. Moreover, they become motivated; hence their attitude towards learning is positive with the use of computer playing an important role. Adding to that, the Internet which has nowadays become part of our lives can add to vocabulary acquisition since its incorporation in the second language classroom will prove to be a prolific source of new terms related to the tourism, given that the learners are trained and know how to use the Internet for this purpose. In addition, term learning is also thought to be a boring task to complete by learners as vocabulary building can be a very long process, particularly for learners who have been brought up in today's digitalized world. Yip et al., conducted research on the matter and showed that between the two groups used for the needs of the research with one being the group that would learn vocabulary through game playing and the other, the group



that would learn vocabulary using the traditional face to face learning method, the first showed that playing online vocabulary games allows learners to learn better and be able to remember what they have learnt for longer as well as be able to recall more words than the second group that had no interaction with such games. It is possible that the justification for the first group showing more vocabulary acquisition is that learners are keen on being autonomous, something that the online games provide. Another reason can be the fact that these games are motivating and boost learners' confidence building in them a need for further development, while they provide learners with a less stressful feeling of learning. It is however discussed that adopting such a game for long-term learning needs monitoring from teachers ensuring that learning progress continues to takes place. Thus, the role of teachers is to facilitate as well as to research on the matter, considering extending the impact game playing has today into a more cognitive building issues in order to promote and encourage active learning.

### **The list of used literature**

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