

**MODERN METHODOLOGICAL REQUIREMENTS FOR THE SELECTION OF
TEXTS IN ENGLISH FOR TOURISM DEPARTMENTS****Yuldasheva D. K**a lecturer of Namangan
state university, Uzbekistan**Abstract**

The significance of English language and culture in English classes in high education system on the example of tourism departments is highlighted in the article. Teaching English facilitates information interchange, debate, and field familiarization for learners. Students' viewpoints are broadened, their abilities are developed, and autonomous thought is encouraged when they read field books. Additionally, in order for students to keep current on global affairs, politics, economics, and culture, sectorial texts written in English are essential. They improve linguistic and speech abilities in tourism faculties, solve language barriers, and adhere to literary standards.

Key words: *methodological requirements, selection of texts, tourism, linguistic and speech abilities, sectorial texts, original text, practical goal, to develop skills*

INTRODUCTION

In the age of modern development, the development of science and technology, the expansion of international relations, and the possibilities of obtaining new worldly information are expanding. The expansion of international relations (professional, commercial, business, and personal) and the quick development of information and communication technologies guarantee the quick development of interpersonal contacts and the exchange of information in various spheres of life of the global community. These developments have a significant impact on young people's and adults' motivation to learn a foreign language as a means of intercultural communication. Teaching professional speech communication is a crucial part of the curriculum content for foreign language instruction at non-linguistic faculties. During this course students develop their professional communicative competence and teaching resources on professional area enable to development the social norms of behavior, value orientations and the ability to implement them in one's future professional activity.

Therefore, the need to know English and use it as a means of verbal communication in the human world is increasing day by day through the world as well as in Uzbekistan also.

At present, instead of "English language" as a subject of study, teaching "English language and culture" is reflected in the curriculum of high education of Uzbekistan. It can be seen that the main purpose of English language teaching in tourism is to familiarize students with materials related to sectoral texts along with texts related to various social, political, educational fields, to exchange information related to the profession and the field or to establish a dialogue.

Teaching to read interesting and informative field texts that are in tune with the times in the teaching of English in tourism faculties - to expand the general outlook of students, to develop speaking, listening comprehension, reading and writing types of the language, which are considered communicative competence related to the English language, as well as their attention, memory, perception and logical thinking and It enables the formation of psychological abilities of learners. In this case, the role of using the field texts given in the tourism departments is incomparable.

The range of subjects taught in English expands as tourism courses progress from course to course, as the content of speech topics deepens and the volume of language material increases.

The "composition and selection" of sectorial texts on tourism departments is considered one of the pressing issues in the methodology of teaching a foreign language. It is shown that reading field texts in non-philological areas is one of the main program requirements and has the status of a practical goal in teaching English.

METHODS

A study of methodological research shows that there are differences between the concepts of text "composition and selection". In our study we will briefly touch on the methodological activities of compiling and selecting texts.

The semantic scope of the methodological concept of "composition" in methodological research today is the cause of various disputes. The concept of "composition" refers to texts created by a teacher or textbook authors within the framework of oral speech topics based on language material learned during English-speaking and listening activities. In this regard, in the methodology, the concepts of "structured" and "selected" texts differ from each other. Both types of texts serve as reading material when teaching English.

Considering that the texts of English language textbooks are not authentic, the selection of texts in English in tourism areas and their application in the educational process is a necessary activity in teaching. In the methodological literature, "selection" is understood as the process and product of sorting teacher-generated texts, adapted to the conditions of a philological university by an

English teacher or the author of a textbook on language and linguistic grounds. For reading in English textbooks, the original text or an adapted version is recommended.

It is known that studying the content of a field text read in English and expressing one's opinion in one's own words contributes to the development of independent thinking and the ability to freely express one's opinion.

Therefore, reading is an important learning tool. When selecting field texts in English, the following methodological requirements are observed:

- the selected field texts correspond to the age characteristics of the students;
- that the texts recommended to students serve to develop a general level;
- it is necessary to pay attention to the selection of texts in a scientific and journalistic style.

When determining the source of selection, linguistic material is divided into active and passive minima. Active knowledge of a language means perfect mastery of all basic types of speech activity - speaking, listening, reading and writing. Passive language knowledge is the ability to understand spoken and written text.

The selection criteria are measurements and indicators that help determine the value of the text. Studies have studied that the selection of texts recommended for reading in English textbooks is based on the following methodological criteria: calculation criteria, methodological criteria, linguistic criteria.

Linguistic criteria for selecting texts are based on the combination of words in the texts, the possibility of word formation, polysemy, stylistic unlimitedness, differentiation (highlighting) of synonyms, participation in the formation of sentences.

There are also some methodological requirements for the level of complexity of field texts in English for students. They are as follows:

First of all, the language material in industrial texts must correspond to the educational minimum, and when compiling texts, the methodological distribution of lexical, grammatical and pronunciation in the corresponding classes must be taken into account.

Secondly, reading texts is recommended based on the language units mastered by students. Before reading texts, the necessary methodological measures are developed to eliminate the language difficulties that arise during reading.

Thirdly, according to the requirements for the methodological side of the language of the text, the standards of modern literary language must be met.

Fourthly, teaching students to read professional texts in English has practical, educational and developmental purposes.

RESULTS and DISCUSSION

It is impossible not to be affected by the changes taking place in the world; field texts are included in the English language curriculum. According to the ever-changing politics, economics and culture that changes and renews itself day by day, in order to educate the younger generation, reading field texts can be taught which is a medium of information in English classes, allowing the student to keep up to date with the news world community and get acquainted with world culture.

The purpose of teaching English in tourism departments is to develop skills in using the target language as a means of exchanging ideas, increasing the cognitive activity of students, and developing their linguistic and speech competencies. All intended goals are interconnected and require each other in the educational process.

Currently, various non-traditional methods are used in the English language teaching methodology. These include various role-playing games, English language learning activities on the computer, methods and strategies to help them quickly learn the content of the text, interesting exercises aimed at developing oral speech, and quick sayings. In the process of teaching texts about country studies in English, the student's interest in the language will increase when the lesson is conducted based on modern pedagogical technologies such as "case study", "insert", "cluster", "zigzag", "brainstorming", "problem solving".

The use of modern pedagogical technologies such as "case study", reading material, small group relations, "practical game" in creating education from an English language learner is one of the criteria that reveals the effectiveness of English education. Effective use of modern information technologies, electronic educational resources, multimedia presentations, media technologies, modern educational materials, audio-visual tools in English language classes will stimulate students to increase their interest in learning English and to increase their activity in knowing their requirements.

One of them is the "Insert" strategy. "Insert" strategy - (English - "Interactive noting system effective reading thinking") - is a learning strategy widely used in education, an innovative system that is effective in increasing the effectiveness of text reading.

The insertion method consists of four components in the process of reading and understanding the text. In it, symbols indicating the following are placed in the text frames, and a table is created based on these symbols:

1. The material perceived by the student (reading text) corresponds to what he knows;
2. The reading text contradicts what the student knows (or the student thinks he knows this);
3. The text being read is new for the student;
4. The text being read is incomprehensible or the student wants to get more detailed information on this issue.

The insert table provides an opportunity to bring the information obtained during independent study into one system. It allows you to form the ability to correlate previously received information with new ones. Students get acquainted with the composition of the table and the rules for filling it, and they personally make it official.

Text marks up system:

(V) - confirms what I know.

(+) – new information.

(-) - contrary to what I know.

(?) – made me think. I need more information on this.

To conclude, reading texts related to country studies in tourism departments serves as a tool for the emergence of practical, general educational, educational and developmental purposes of the English language.

Reading sectorial texts in English in tourism destinations has the following objectives:

1. Communicating in English (receiving or giving information), speech activity - speaking, listening comprehension, reading and writing, depending on the specialty requirement or the language learners' interest, acquiring the language in a situation where it is not sufficient for a professional level, the texts should be rich in interesting and useful information about country studies necessary;
2. The text in English should be close to the students' life experience;
3. The texts should correspond to the age characteristics of the students; the texts should serve to form the moral level of the students;
4. Speaking competences - should serve for the development of speaking, listening comprehension, reading and writing;
5. There should be educational conditions and opportunities for teaching texts

Teaching reading of field texts in tourism areas increases students' interest in science, and in English, students learn about the latest developments in near and far foreign countries in their future careers. They will have information about the history, current life and future of our country and English-speaking countries, they will be aware of the latest news.

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