

A Short Humoristic Text for the Training of Students with Specialized of Tourism

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Abstract--- *This article is about formation of speech situations on the basis of short humoristic text to teaching students of the direction of training “tourism” to the English language.*

The main point of the article is the formation of the students’ oral speech in English. This article raised up the issue not only forming conversational skills of the students based on short humoristic texts but attitude towards foreign tourists as well as ethic manner of their communication with them.

As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of tourism study.

In this article, we will talk about students studying in the field of Tourism for whom the act of communication in English will be motivated and necessary only if a professionally significant speech situation is created.

For many professions in the field of tourism, knowledge of a foreign language is a professionally significant quality. Since many situations of professional communication require a high level of specialist preparedness for this type of activity: receiving a booking by phone from a foreign client by a travel agent; escort tourists from different countries throughout the trip by an employee of tour operator company; communication with foreign colleagues on issues of cooperation, exchange of experience, etc.

Examples of comic stories taken from the popular American edition of Reader's Digest.

In the following joke, as we suppose, the potential is laid for creating a situation of communication in order to discuss the probabilistic development of events, i.e. students can recall the understatement of the story, finding out what could happen if the character behaved in a certain way.

In addition, this joke touches upon an ethical problem, which consists in the fact that a personal opinion expressed aloud can offend another person or put him in an awkward situation.

Keywords--- *Travel Agency, Speech Situation, Humorous Text, Comic Stories, Teaching Student, Stimulate Students, Oral Speech, Comic Text.*

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I. INTRODUCTION

ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required .

ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

However, ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of tourism study.

Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English.

The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster.

The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts.

II. LITERATURE REVIEW

The scholars like, A.A. Alkhazhshvili, Т. Н. Ярмина, О. Ф. Остроумова, Ю. В. Слезко, Е. П. Белкина, Е. П. Bennet, М. Е. Olthoff, J. G. Kuntz, J. G. McIntosh, P. Dunne, P. Grant, T. Marion, R. Nayhurst, D. Ryan, I. Macpherson were used in our research in order to analyze a short humoristic text for the training of students with specialized of tourism

III. METHODS AND METHODOLOGY

The Methodologists developed the opinion that “to create an existing speech situation in the training of oral foreign speech means to set training conditions in which the implementation of an act of communication in a foreign language becomes an urgent need”[1, 47].

The necessity of speech expression appears if the student has not only motive, but also co-supporting language and speech skills

If a student can express his point of view in a foreign language in connection with an interesting topic, then he will probably want to express or participate in group discussion.

In this article, we will talk about students studying in the field of Tourism for whom the act of communication in English will be motivated and necessary only if a professionally significant speech situation is created.

For many professions in the field of tourism, knowledge of a foreign language is a professionally significant quality. Since many situations of professional communication require a high level of specialist preparedness for this type of activity: receiving a booking by phone from a foreign client by a travel agent; escort tourists from different countries throughout the trip by an employee of tour operator company; communication with foreign colleagues on issues of cooperation, exchange of experience, etc.

One of the most affordable means of stimulating the natural speech situation in an artificial learning environment remains textual material. Undoubtedly, not every text can give rise to a natural situation of verbal communication.

IV. ANALYZE

It is necessary that the content of the text develop around a certain storyline however, it can be incomplete. Human being, who is able to understand the text, easily restores implied parts of content. It is this feature of understatement can be used to create communication situation. Besides, to create communication situation by chosen text that gives an opportunity active mark

A person who is able to understand this text easily sets the implied parts of the content. Exactly the understatement that can be used to create communication situations. In addition, the situation of communication can be created by selecting a text allowing the possibility of active evaluation of the facts, perception, events presented in it.

Communication occurs when the teacher manages to rely on content to encourage or encourage students to express different attitudes to the same things.

We fully support the above-mentioned view of A.A. Alkhazishvili [2, p.45], and we believe that the short humorous text meets the requirements intended for the creation of speech situations, which can be developed, considered, discussed, and criticized.

Comic stories are textual materials in relation to which you can express your own point of view. Such materials include not only jokes that are great for sharing with friends, including them in your own statement in English, but also short funny stories that were invented or actually happened, so they can be used as an argument during the discussion[3, 132-135].

Teaching university students a foreign language based on reading humorous texts is studied mainly in relation to future linguists or teachers of a foreign language, and even in this case, the undeserved value of humor as a special stratum of culture with didactic potential is noted.

Unfortunately, colleagues who train bachelor's degrees in the field of Tourism do not consider anecdotes and comic stories as professionally significant texts for formation and development of speech skills of professional discourse.

Nevertheless, the idea of applying a strategy of mastering foreign-language tourist discourse, aimed at generating an oral foreign-language monologue based on extracted information from professionally significant texts, that are

completely different in character and design, while taking into account the conditions of the situation of professional communication on a given topic, is completely justified.

People often find themselves in funny or absurd situations at the workplace, while communicating with clients, while traveling, in a restaurant, in a hotel, in a resort, in an amusement park. The desire to share a funny story with colleagues or friends to retell a joke read or heard is in favor of the person's natural desire to gain popularity among listeners and an attempt to please the audience, establish contact, remove communication barriers, and demonstrate a friendly attitude towards the interlocutors.

Thus, it can be affirmed that teaching students of oral speech in a foreign language using comic texts and anecdotes allows recreating the element of natural character of artificial conditions of audience training.

Modern scientific and methodological studies conducted in particular at Bukhara State University in Uzbekistan also confirm the idea of the effectiveness of using a short humorous text to form students' communicative competence.

It was noted that "students with great interest perceive the inclusion of humorous material in the educational process, as it is not only a source of authentic cultural information and broadens the linguistic horizons, which is very important, but also performs emotional-expressive and logical (game) functions, thereby developing creative thinking by increasing learning motivation"[4, p.12].

We have extensive practical experience in using short-humorous texts when teaching non-linguistic students English. The use of short jokes helped us to increase students' interest in the problems studied, to create an atmosphere of ease and goodwill in the lesson, to emphasize the professional orientation of the issue under discussion, to promote the development of students of such an important quality as wittiness.

So that, to emphasize the importance of using short humorous texts for creating speech situations, consider examples of jokes and jokes that are relevant for future employees of hotels, amusement parks, travel agencies and restaurant managers[5, 29-31].

V. DISCUSSION

Examples of comic stories taken from the popular American edition of *Reader's Digest*.

In the following joke, as we suppose, the potential is laid for creating a situation of communication in order to discuss the probabilistic development of events, i.e. students can recall the understatement of the story, finding out what could happen if the character behaved in a certain way.

In addition, this joke touches upon an ethical problem, which consists in the fact that a personal opinion expressed aloud can offend another person or put him in an awkward situation.

Discussion of similar issues can be educational in nature.

While visiting a theme park, my wife and I went into the Chamber of Horrors.

I had walked ahead, so I waited in a dark corner for her to catch up.

When two women started staring at me? I realized they thought I was an exhibit, and I stood still so as not to frighten them.

"Well", said one of them, you would think they could have made clothes that fit him properly.[6, p.74].

Students can be offered the following questions for discussion in pairs or in small groups (prior to repeat three types of conditional clause in English):

What would have happened if the man in the Chamber of Horror had said something to the women?

Что могло бы случиться, если бы мужчина в комнате страха вдруг заговорил с этими женщинами?

What would you do if you were that man?

Что бы вы сделали на месте этого мужчины?

Would you like to visit a Chamber of Horror?

Хотели бы вы оказаться в комнате страха?

Will it hurt a person's feelings if something unpleasant is said about his or her clothes?

Можно ли обидеть человека, плохо отозвавшись о его одежде?

You are a Chamber of Horror employee.

Other visitors are mistreating one of your guests in the same way as the story describes.

You have to get involved in that unpleasant situation and try to use humor as the most effective tool of dealing with interpersonal problems. Suggest your ideas.

Вы работаете в комнате страха. Одного из посетителей обижают подобно тому, как описано в данной истории. Вам необходимо вмешаться, используя юмор как наиболее эффективный прием решения межличностных проблем. Каковы ваши предложения?

Students can share with their speech partners' knowledge about the national cuisine of countries such as the USA, Japan, Italy, France, and express their appreciation of the food traditions adopted in these countries in terms of their usefulness, taste, ease of preparation, prevalence, aesthetics, and attitude to the use of alcohol, fats, sweets, etc.

As an incentive, the teacher can offer students a comic text below.

The advantage of such materials lies in their informative saturation, despite their small volume.

The Japanese eat little fat and suffer fewer heart attacks than British or Americans.

The French eat a lot of fat and suffer fewer heart attacks than the British or Americans. The Italian drink a lot of red wine and they too, suffer fewer heart attacks than the British or Americans.

Conclusion: eat and drink what you like. Speaking English is apparently, what kills you [7, p. 206]

Students drew attention to the fact that the above joke refers to the cultural traditions of different peoples of the world: English, and American, Japanese, French, and Italian.

Features of national cuisine of different countries are mentioned very briefly and paradoxically. It is possible to ask students to find additional information confirming or refuting the facts presented in the joke.

Students' search activity can be developed into the project task "Developing a restaurant idea that uses the most useful products and nutritional traditions from around the world that contribute to a healthy lifestyle."

The role of transport services in tourism should not be underestimated. In transport, people face with a huge variety of interpersonal communication. Humor, as mentioned earlier, can help resolve the situation of potential aggression most effectively for all parties to the conflict.

One of the most difficult tasks as a flight attendant is to enforce rules while keeping customers happy.

The electronic equipment that comes on board creates the greatest challenge. I walk the aisle asking passengers to turn off computers, electronic games and cell phones, which can create interference in communications between pilot and air traffic control tower.

During one landing, a man persistently kept his cell phone at his ear. I confronted him and said, "sir, you cannot talk on your phone until we reach the gate".

"I'm not talking", he replied. "I'm listening" [8, p. 45-46].

Since most students have the experience traveling by plane, you can ask them to tell about how different passengers behave during the flight, about what violations they noticed, what consequences could cause by non-compliance with safety rules.

We recommend ending the conversation with the conclusion that it is necessary to observe strictly the rules of conduct at the airport and on the plane.

Stories that can be staged can be continued, changed, and examined from the point of view of additional characters. They have the potential to cause different emotions in the audience or readers, that is, to be emotional, which is very favorable for a teamwork.

Sal, a pilot for a major airline, carries in backpack, freeing his hands for luggage.

On one trip, he told me, he noticed passers-by grinning at him in the terminal.

Sal smiled back.

"May be some of them were on my last flight", he thought.

His ego was brimming until he got to the cockpit and stowed his bags.

That is when he saw the "Parachute" sign his co-workers has stuck to his backpack [9, p. 80].

Students can be invited to discuss the situation described above in a collective dialogue:

You are the passengers waiting for your flight in the terminal.

You see a pilot in his way to the gate with the "Parachute" sign stuck to his backpack.

Try express your ideas based on the situation.

Вы пассажиры, которые ожидают своего рейса в здании аэропорта. Мимо вас проходит пилот с рюкзаком

за спиной, к которому прикреплена надпись «Парашиют».

Попытайтесь высказать свое отношение к увиденному.

We recommend to distribute the roles among the students. For example:

You are scared to death.

You are doing your best to calm everyone down since you are realistic.

Try to make other people see the funny side of the situation.

You are being at a loss, that's why you keep talking stupid things.

Вы очень пугливы. То, что вы увидели, напугало вас до слез / Вы реалист, поэтому пытаетесь успокоить смущенных пассажиров / Вы шутник. Попробуйте насмеить ваших друзей / Вы растеряны, поэтому говорите разные глупости.

The rest of the students can participate in a group dialogue, expressing consent / disagreement, approval / condemnation, surprise, fear, doubt, etc.

Thus, the teacher has the opportunity to distribute roles between “strong” and “weak” students, so that each of them gets a chance to participate in a group conversation to the extent of their linguistic abilities. Dialogue can be prepared and rehearsed in advance. You can invite mates from a parallel group or colleagues who objectively appreciate the creative and language successes of the dramatization participants based on a comic story. The jokes related to arrival at the airport or traveling by plane are quite numerous and are widely represented both in Reader's Digest and in other popular periodicals in English. Suggest to students think about the fact and name possible reasons.

We suggest to give such a task as homework, otherwise thoughts about solving a similar task will take a significant part of the classroom time.

My cousin took a flight on a new budget airline. No snacks were served, but drinks were offered. He heard one man request tea.

‘What kind?’ the flight attendant asked.

‘Chamomile,’ he responded, pleased at having a choice.

‘No, sir,’ she said. ‘I meant, hot or cold?’ [10, p. 80].

In the situation presented above, the problem of meal plan on board the aircraft is raised.

Students can develop and discuss the menu for a low-cost airline on a competitive basis: the most diverse and at the same time, economical set of dishes will be recognized as a winning project.

The student must come up with a solution to the problem of meal plan on board the aircraft, and present a “physical” menu, brochure or poster.

A tourist got separated from his tour group in Sahara. He begged a passing nomad for water. ‘Sorry,’ said the tribesman, ‘I have no water, but I do have some lovely neckties I’ll sell you.’

‘You must be crazy,’ the tourist mumbled. Nearly dead from thirst, he spied another man. ‘Water!’ the tourist gasped. ‘Please, give me water.’

‘I have no water,’ came the reply, ‘only these handsome ties, which I will happily sell you.’ The wretched tourist stumbled on until, to his surprise, he saw a grand hotel in the distance. Crawling into the foyer, he cried,

‘Please –give me water!’ ‘Sorry, sir,’ the concierge replied. ‘We don’t let anyone in without a tie’ [11, p. 92].

The absurdity of the joke described above, as well as the situation described below, not only have a humorous effect, but can also serve as the beginning of a group discussion about the need for matching dress code when visiting a restaurant or cafe. Such a discussion is possible only if students have already studied the topic “Clothing for office work. Dresscode: Do’s and Don’ts”.

Proper attire is required in the cafeteria at the University of Maine.

To enforce that rule, the management posted this note: ‘Shoes are required to eat in this cafeteria.’ Next to it, a student added, ‘Socks can eat wherever they want’ [12, p. 119].

Students found it difficult to understand and translate the short humorous text given above, since the humorous effect is based on a play on words, designed in the form of a subject-predictive turn, allowing for double interpretation:

Shoes are required to eat in this cafeteria. The Logical translation option is the following:

Shoes are required in this cafeteria.

Shoes are only allowed in this room (apparently, students come dressed either homey or sporty). In addition, indicated English grammar structure might have another interpretation:

It is necessary for shoes to eat in this dining room, which served as an object of ridicule for the character of this joke.

Before students could begin to carry out speech tasks, it was necessary to consider additional examples, repeat theory and perform language exercises on the topic of Complex subject.

On October 31 I was flying to Calgary to visit my daughter. We planned to attend a mystery dinner theater in costume. My witch's cape was bulky and the hat impossible to pack, so I decided to wear them on-board. At the check-in counter, the young man took my ticket, tagged my luggage, and then said, 'Thank you for flying Canadian Airlines –this time!' [13, p. 42].

In English-speaking culture, it is common to joke a lot about the celebration of Halloween, which becomes an increasingly popular holiday in our country as well.

Students typically have experience attending Halloween parties, so they could share with mates, tell each other about entertainment activities, costumes, festive foods, haunted house and funny situations they were caught up in.

I was eavesdropping on two women sitting behind me on the bus when they started talking about a trip to Switzerland. The first passenger asked the second whether she had enjoyed beautiful scenery.

'Not really,' came the reply. 'I couldn't see much because of the mountains' [14, p. 74].

One of the main tasks of a consultant in a travel agency is to choose the right type of vacation and destination for each client, otherwise a situation similar to the one presented above may arise: an unsatisfied client did not receive satisfaction from the rest. The students need to learn how to ask open-ended questions (not expecting answer “yes” or “no”) in order to find out client preferences.

The ability to build special questions can be considered professionally important and necessary for the future tour agent, therefore question-answer exercises (preferably of a character nature) can contribute to the development of an ability without which no situation of business communication in a travel agency is possible. We recommend that students be divided in pairs (client-consultant) and each pair should be asked to practice alternately questions to ascertain the preferences of visitors to the travel agency.

Before taking a family trip to Europe, we made a point of telling our two sons, ages 11 and 8, that we would be soaking in the local culture and enjoying the fine Continental cuisine.

Translated that meant: No fast food! A few weeks into the trip, we were in Austria when we came upon a Mc. Donald's. My younger son immediately ran toward it. 'Remember our rule,' I yelled out. 'I'm not going to eat,' he said as he threw open the door. 'I just want to smell it' [15, p. 74].

The impact of fast food on children's eating habits is becoming an acute problem not only in the United States, but also in many other countries. The appearance and development of the "McDonald's" chain in our country has brought both advantages (jobs for students and young people) and disadvantages (the passion for children with such food can lead to health problems).

The students' attitudes toward increasing the number of such establishments can be clarified in the form of a group discussion, the beginning of which could be reading and discussing jokes about McDonald's restaurants, which can be found in many popular publications in the USA.

I became friendly with the fortune-teller, one of the most popular attractions at the amusement park where I worked. One chilly, windy afternoon, I stopped to chat. 'How's business?' I asked.

'Not good', she said. 'Only two customers had come by.' She then added, 'If I'd only known things were going to be this quiet, I wouldn't have bothered to open' [16, p. 51].

VI. RESULTS

Conversational theme "Amusement parks and other attractions" are studied by the students of the "Tourism" field since the first term. Students are able to describe entertainment areas in a theme park and develop distinctive features: national cuisine, popular characters, art, certain historical periods, etc.

However, we overlooked such a busy attraction as fortune-teller services, or fortune telling. Should such entertainment be included in the concept of the park for the whole family? This is a serious issue that awaits its discussion in English classes with future theme park managers.

The key to the successful implementation of the speech tasks proposed in this article, in our opinion, is the preliminary study of oral topics by students of the "Tourism" direction spoken topics "Restaurant business", "Amusement parks and other attractions", "Travel agencies and tour operators", "The role of transport services in tourism", "Office dress code and clothing manager".

VII. CONCLUSION

Thus, students master the necessary lexical and grammatical and speech material, which they try to vary in the preparation of dialogical or monologic statements, participation in discussions, answers to questions of colleagues or a teacher. A short humorous text acts as an incentive, a mechanism that triggers a chain reaction of replicas, questions, re-asking, statements and assessments.

This study showed that both the students and the tourism professionals consider that the most important knowledge, skills and abilities for successful operation in the tourism business are as follows:

- the knowledge of Communication Psychology,
- Personnel Management,
- Commercial Activity in Tourism,

- abilities to communicate with clients and colleagues,
- English language skills,
- the ability to work in a multicultural team,
- a positive attitude to work,
- organizational skills,
- the ability to apply theoretical knowledge in practice,
- official language skills.

What to expect:

- develop general English fluency so you can express yourself precisely with foreign colleagues and clients;
- learn specific tourism and topic based vocabulary for your area of work;
- improve your pronunciation;
- fine tune your listening skills;
- review grammar points as needed;
- prepare presentations, write emails or tourist information, if required;
- have your questions answered and work on your specific requests;
- visit tourist sites in Bukhara, either in your own time or with your 1-to-1 teacher.

Important is the fact, that the ability to twist in a difficult working situation, the ability to turn the conflict into a joke, diversify the prepared speech with a joke can be attributed to the professionally significant skills of specialists working in the field of tourism.

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