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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
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- 03.00.00 Biologiya fanlari
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- 11.00.00 Geografiya fanlari

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ENGLISH LANGUAGE BARRIERS AMONG RURAL ECOTOURISM GUIDES IN UZBEKISTAN

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Abstract: This research examines the linguistic and cross-cultural challenges faced by ecotourism guides in the rural regions of Uzbekistan. As the country promotes “green tourism,” the role of rural guides has become pivotal. However, significant English language barriers and pragmatic failures hinder the quality of service. Through a mixed-methods study involving 45 guides in the Jizzakh and Navoi regions, this paper identifies specific gaps in English for Specific Purposes (ESP) and provides data-driven insights into communication anxiety and cultural clashes.

Key words: ecotourism, rural Uzbekistan, language barriers, ESP, cross-cultural communication.

Annotatsiya: Ushbu maqolada O'zbekistonning qishloq hududlarida faoliyat yuritayotgan ekoturizm gidlari duch keladigan lisoniy va madaniyatlararo muloqot to'siqlari tahlil qilinadi. Mamlakatda “yashil turizm” jadal rivojlanayotgan bir paytda qishloq gidlari asosiy bo'g'in hisoblanadi, biroq ingliz tili darajasining pastligi va pragmatik xatolar xizmat ko'rsatish sifatiga salbiy ta'sir ko'rsatmoqda. Jizzax va Navoiy viloyatlaridagi 45 nafar gid ishtirokida o'tkazilgan tadqiqot asosida maxsus maqsadlarga yo'naltirilgan ingliz tili (ESP) bo'yicha bo'shliqlar hamda muloqotdagi psixologik to'siqlar aniqlangan.

Kalit so'zlar: ekoturizm, qishloq hududlari, til to'siqlari, ESP, madaniyatlararo muloqot.

Аннотация: В данной статье анализируются лингвистические и кросс-культурные барьеры, с которыми сталкиваются гиды по экотуризму в сельских районах Узбекистана. В условиях активного продвижения “зелёного туризма” роль сельских гидов становится ключевой; однако низкий уровень владения английским языком и прагматические ошибки препятствуют качеству обслуживания. На основе исследования с участием 45 гидов в Джизакской и Навоийской областях выявлены пробелы в знании английского языка для специальных целей (ESP) и проанализированы причины психологических барьеров при общении с иностранными туристами.

Ключевые слова: экотуризм, сельский Узбекистан, языковые барьеры, ESP, кросс-культурная коммуникация.

INTRODUCTION

The globalization of tourism has turned Uzbekistan's rural landscapes—such as the Nurata Mountains and Zaamin National Park—into hotspots for international ecotourists. In these settings, the guide is the primary link between the visitor and the environment ^[1]. However, rural development is often decoupled from linguistic readiness. In remote areas, language education remains traditional, focusing on grammar rather than the functional “storytelling” required in ecotourism. This study argues that the language barrier is not merely a lack of vocabulary but a complex sociolinguistic phenomenon that impacts the sustainable growth of rural communities^[2].

LITERATURE REVIEW

Effective communication in ecotourism requires a specialized lexicon, often categorized as English for Specific Purposes (ESP). Dudley-Evans (1998) emphasizes that general English proficiency does not equate to professional competence in niche sectors like tourism ^[3]. Furthermore, communication is deeply rooted in cultural values. Hall's (1976) theory of “high-context” and “low-context” cultures provides a framework for understanding why Uzbek guides (high-context) and Western tourists (low-context) often misinterpret each other's intentions ^[4]. Recent studies in Central Asian tourism also highlight “foreign language anxiety” as a major deterrent for local entrepreneurs entering the global market ^[5].



RESEARCH METHODOLOGY

This study utilized a quantitative and qualitative research design. Sample: 45 guides from rural villages in Nurota and Zaamin districts. Instruments: a 50-item proficiency test (focusing on ESP for ecotourism), a Likert-scale survey on communication barriers, and 10 semi-structured interviews. Data Analysis: the results were categorized to identify the most frequent types of linguistic and pragmatic errors. Analysis and results. The following tables summarize the core findings of the field research conducted between 2023-2024.

Table 1: Proficiency Levels in Specialized English Domains (N=45)

Num	Competency Area	Score(%)	Proficiency level
1	General conversation	62%	Intermediate
2	Environmental Terminology	24%	Elementary
3	Cultural Interpretation	38%	Pre-intermediate
4	Listening Comprehension	41%	Pre-intermediate

Data Interpretation of Table 1. As illustrated in Table 1, there is a stark contrast between everyday language use and professional language requirements. The highest score, 62% in general conversation, indicates that rural guides are relatively comfortable with basic hospitality functions, such as greetings and simple logistics. However, the score drops dramatically to 24% in environmental terminology. This suggests that while a guide can welcome a tourist, they lack the specific ESP (English for Specific Purposes) vocabulary to explain biodiversity, conservation efforts, or ecological significance. The pre-intermediate levels in cultural interpretation (38%) and listening comprehension (41%) further confirm that complex storytelling and understanding diverse international accents remain significant challenges for rural practitioners.

Table 2: Identified Communication Barriers Reported by Guides

Num	Barrier type	Frequency (%)	Primary impact
1	Lexical Gap (Lack of specific words)	85%	Inability to explain flora/fauna
2	Psychological Anxiety	72%	Communication avoidance
3	Pragmatic Failure (Politeness/Style)	55%	Perceived rudeness or confusion
4	Non-verbal Misinterpretation	30%	Personal space/gesture issues

Analysis of Communication Barriers (Table 2). The survey results in Table 2 identify the lexical gap (85%) as the most frequent obstacle, directly correlating with the low ESP scores in Table 1. However, a more nuanced finding is the high rate of psychological anxiety (72%). This “linguistic anxiety” acts as a performance inhibitor; guides who fear making grammatical mistakes often choose to remain silent or provide overly simplified information, leading to a “shallow” tour experience. Furthermore, the 55% frequency of pragmatic failure is alarming. It suggests that more than half of rural guides struggle with the “social rules” of the English language, such as using appropriate politeness markers or modal verbs, which can lead to unintentional rudeness or cultural friction during long treks or homestay interactions.

The findings of this study confirm that the language barrier in rural Uzbekistan is a multidimensional issue. The lexical-pragmatic gap. The data show that having a “general English” background does not satisfy the needs of ecotourism. The 85% lexical gap mentioned in Table 2 creates a situation where the guide cannot act as an educator. For instance, when a guide cannot find the English term for a specific endemic herb or a geological formation, they lose authority in the eyes of the ecotourist. This is compounded by pragmatic failure (55%), where the lack of “softening” language (e.g., “Would you mind...” vs. “Do this”) creates a psychological distance between the guide and the guest.

Anxiety and Communication Avoidance. The high level of psychological anxiety (72%) reveals a pedagogical failure. Rural guides are often taught English through rote memorization of grammar rules rather than through communicative confidence-building. This results in “communication avoidance,” where the guide limits interaction to the bare minimum to avoid being judged. In a field like ecotourism, where the guide’s personality and storytelling are the primary products, this silence is economically detrimental to the region. Socio-Economic Implications for Rural Areas. The 30% non-verbal misinterpretation rate, though lower than lexical gaps, highlights the cultural clash between the high-context culture of rural Uzbekistan and the low-context norms of Western travelers. Issues such as “personal space” or “eye contact” are rarely taught in English courses but are vital for a guide’s success. Without addressing these barriers through targeted ESP (English for Specific Purposes) and cross-cultural training, rural communities will struggle to attract high-paying, repeat international visitors.

CONCLUSION

To elevate rural ecotourism in Uzbekistan, a shift from “general English” to “action-based ESP” is required.

1. **Localized ESP Modules:** training should focus on the specific flora, fauna, and history of the guide’s region.
2. **Pragmatic Training:** guides must be taught Western politeness markers (e.g., using “Would you like” instead of “You want”).
3. **Peer-to-Peer Mentorship:** establishing a network where experienced urban guides mentor rural counterparts through “on-the-trail” training sessions.

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