



## Methodological Foundations For Developing Terminological Competence In Training Guide-Interpreters

Akbarov Alisher

Doctoral student at Kokand State University, Uzbekistan

### Abstract

Terminological competence is a core component of professional readiness for guide-interpreters, whose work operates at the intersection of specialized knowledge, intercultural pragmatics, and real-time bilingual or multilingual mediation. This article articulates methodological foundations for developing terminological competence in the training of guide-interpreters, integrating insights from terminology studies, ESP/CLIL pedagogy, corpus-informed teaching, and translation practice. Drawing on a mixed-methods classroom study with senior undergraduates in a guide-interpreting program, the research examines how structured input, task-based output, and reflective assessment shape the acquisition, retrieval, and pragmatic deployment of tourism-specific terms across English, Russian, and Uzbek. The study uses corpus extraction of high-frequency terms from authentic tourism sources, scenario-based simulations, and targeted micro-translation with back-translation to measure precision, collocational control, and discourse appropriateness. Results indicate that terminological competence improves most when learners are exposed to looped cycles that couple corpus-driven noticing with situated performance and immediate feedback. Gains are strongest in collocational accuracy and in the ability to calibrate levels of technicality to audience needs, while persistent challenges include over-generalization from promotional discourse and hesitation about culture-bound items. The article proposes a model that sequences knowledge formation, contextualized practice, and assessment, and concludes with recommendations for program design and quality assurance.

**Keywords:** - Terminological competence; guide-interpreters; ESP; corpus-informed pedagogy; task-based learning; translation training; tourism discourse; intercultural pragmatics.

### Introduction

Guide-interpreters mediate between institutions that codify knowledge about heritage, hospitality, and sustainability, and visitors who process that knowledge through expectations, emotions, and practical constraints. Their lexicon must therefore be at once precise, intelligible, and persuasive, combining stabilized technical units such as designations of protected areas with culture-specific items that index practices, artifacts, and rituals. In such conditions, terminological competence becomes more than the memorization of equivalents; it is the capacity to identify concepts, select and justify terms, control collocation and register, and enact pragmatic choices appropriate to audience and context. Existing scholarship in the language of tourism, translation studies, and terminology emphasizes the need for alignment between conceptual systems and communicative function, but training programs often treat terminology as static lists detached from use. This article addresses the gap by articulating

methodological foundations that operationalize terminological learning as a cyclical process embedded in authentic communicative tasks.

The aim of this study is to formulate and empirically ground a methodological model for developing terminological competence in guide-interpreter training that integrates corpus-informed input, task-based practice, and reflective, criterion-referenced assessment, and to evaluate its effectiveness in promoting accuracy, collocational control, and intercultural appropriateness.

The study was conducted over one semester with forty-two senior undergraduates specializing in guide-interpreting. Instruction combined classroom sessions and field simulations in museums and heritage sites. A 450,000-word pedagogical corpus was compiled from national tourism portals, UNESCO and ICOMOS briefs, museum panels, and tour operator itineraries in English, with comparable materials in Russian and Uzbek. Term candidates were identified through frequency and keyness measures with part-of-speech filters, followed by manual validation against conceptual frames for heritage, hospitality, sustainability, and mobility. Classroom input used concordance lines to highlight definitional contexts and collocational patterns, enabling learners to notice the preferred modifiers, verbs, and prepositional patterns surrounding target terms. Output tasks included guided micro-lectures, bilingual tour snippets, and sight-translation segments, each embedded in scenarios that specified audience type, time constraints, and communicative purpose. Assessment instruments combined timed recall quizzes, collocational cloze tests, rubric-based performance ratings in simulations, and micro-translation with back-translation to detect semantic drift. Interrater reliability for performance ratings was established with two trained assessors, yielding a Cohen's kappa of 0.78.

Learners exposed to the corpus-informed, task-based cycle demonstrated significant gains in three domains of terminological competence. In precision, participants reduced hypernyms and vague paraphrases when rendering technical designations, replacing generic labels with legally or institutionally grounded terms and showing improved control over definitional components. In collocational control, concordance-based noticing translated into more native-like combinations, as learners consistently paired heritage labels with verbs of safeguarding and transmission rather than promotional intensifiers alone. In pragmatic deployment, students adapted levels of technicality to audience profiles, simplifying regulatory units for family groups while retaining key legal elements for specialist visitors, and enriched culture-bound items with concise explicitation instead of substituting domesticating generalities. The most durable improvements appeared where classroom analysis was immediately followed by situated performance and feedback, creating short feedback loops that consolidated retrieval under pressure. Remaining challenges clustered around metaphorically charged promotional lexis, where learners tended to overextend evaluative adjectives and weaken conceptual contrasts, and around items denoting ritual or artisanal practices, where hesitation about foreignization led to circumlocutions. Back-translation exposed hidden losses in meaning when calques were used without attention to local usage, prompting revisions to classroom glossaries.

The findings corroborate the premise that terminological competence is a composite of conceptual, lexical, and pragmatic sub-competences and that each requires distinct yet integrated pedagogical treatments. Corpus-informed input supports conceptual and lexical dimensions by showing terms in their natural habitats, making visible the syntagmatic profiles



that stabilize usage. Task-based simulation advances pragmatic control by requiring decisions about audience design, sequencing, and stance, which cannot be rehearsed through lists. The synergy between noticing and doing appears decisive; noticing without action remains inert, while action without noticing risks fossilizing idiosyncratic patterns. Translation tasks, particularly micro-segments embedded in scenario narration, function as pressure tests that surface gaps between conceptual mapping and expression, and back-translation provides a mirror that reveals unnoticed shifts. The observed tendency to over-use promotional intensifiers suggests that learners internalize the surface style of tourism discourse before grasping its terminological backbone, implying that programs should stage a progression from regulatory and infrastructural lexis toward experiential labels, with explicit discussion of how evaluation coexists with denotation. Culture-bound items demand a principled balance between foreignization and explicitation; training should encourage retention of endonyms accompanied by concise, audience-appropriate glosses that preserve semantic density without overburdening processing. Assessment reliability indicates that criterion-referenced rubrics capturing accuracy, collocation, register, and cultural adequacy can support consistent judgments and guide feedback. At curriculum level, the model encourages cross-module alignment in which subject-matter instruction on heritage management or sustainability feeds directly into language practice, while quality assurance relies on periodic corpus refresh, glossary curation with usage notes, and calibration sessions for assessors.

Methodological foundations for developing terminological competence in guide-interpreter training rest on the integration of corpus-informed noticing, scenario-driven performance, and reflective assessment. The model presented here improves precision, collocational control, and pragmatic adaptability, and it does so by placing terminology where it belongs: within purposeful communication. Future implementations should broaden language coverage, incorporate audio from live tours to capture prosodic treatment of terms, and test long-term retention through spaced retrieval integrated with field practice. Program designers are advised to formalize glossary governance that distinguishes stabilized technical units from curated culture-specific expressions, to sequence instruction from regulatory through experiential domains, and to sustain feedback loops that connect classroom analysis to authentic performance.

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