

TOURIST ATTRACTIONS. PRESENT SIMPLE (People Visit...)

Rohotaliyeva Shahnoza Muxtorjonovna

English Language Teacher

Kosonsoy District Technical College No. 1

Abstract:

This article explores the importance of teaching the Present Simple tense through the topic of tourist attractions in English language education. Teaching grammar in meaningful contexts helps students improve their communicative competence while developing vocabulary, speaking, reading, writing, and listening skills. Tourist attractions provide authentic situations where learners naturally use the Present Simple to describe facts, routines, historical sites, cultural heritage, and places of interest. The article discusses modern teaching approaches, communicative language teaching, digital technologies, project-based learning, and cultural awareness as effective tools for improving English language education.

Keywords:

English language teaching, Present Simple, tourist attractions, grammar teaching, communicative approach, vocabulary development, tourism, digital learning, speaking skills, educational technology.

Tourism is one of the most rapidly developing industries in the world. Every year millions of people travel to different countries to discover historical monuments, museums, national parks, mountains, lakes, cultural festivals, and architectural masterpieces. Because English has become the international language of communication, it is widely used in tourism, hospitality, transportation, and international business. For this reason, English language learners should develop the ability to communicate confidently about tourist attractions using appropriate grammar and vocabulary. One of the most suitable grammatical structures for this purpose is the Present Simple tense. The Present Simple tense is introduced during the early stages of English language learning because it is used to describe general



facts, habits, routines, permanent situations, scientific truths, and repeated actions. Tourist attractions naturally require this tense. Students describe famous places by saying, “People visit Samarkand every year,” “The museum opens at nine o’clock,” “Tourists enjoy traditional Uzbek food,” and “The guide explains the history of the monument.” Such examples demonstrate grammar in authentic situations rather than isolated exercises. Modern English teaching focuses on communicative competence instead of memorizing grammar rules. Learners should actively participate in discussions, presentations, pair work, role-playing, and project-based learning. The topic of tourist attractions encourages students to speak confidently because they discuss real places, historical monuments, and cultural heritage. Teachers can organize classroom activities where students act as tour guides, tourists, travel agents, or museum workers. These activities improve fluency, pronunciation, vocabulary, and grammatical accuracy simultaneously. Uzbekistan offers numerous tourist attractions that can be integrated into English language lessons. Historical cities such as Samarkand, Bukhara, Khiva, Shahrisabz, and Kokand are internationally recognized for their architectural beauty and cultural importance. Students describe these places using the Present Simple because the information consists mainly of facts. They say that tourists visit the Registan Square every year, visitors admire the blue domes, museums preserve valuable historical objects, and guides introduce national traditions. Such descriptions combine language learning with national pride and cultural awareness. Vocabulary development is another important advantage of using tourism topics in grammar lessons. Students learn words related to transportation, accommodation, geography, architecture, museums, hotels, restaurants, airports, railway stations, parks, monuments, nature reserves, and cultural festivals. Instead of memorizing vocabulary lists, learners acquire new words naturally while discussing meaningful topics. This approach improves long-term retention and encourages practical language use. Technology has transformed English language teaching in recent years. Teachers increasingly use multimedia presentations, interactive whiteboards, online learning platforms, virtual museum tours, educational videos, mobile applications, and artificial intelligence tools. These technologies make grammar lessons more interesting and interactive. Students can complete online exercises, watch travel documentaries, explore famous landmarks virtually, and participate in digital classroom activities. Technology increases learner motivation and provides immediate feedback that supports continuous improvement. Project-based learning is particularly effective when teaching tourist attractions.



Students prepare travel brochures, promotional posters, PowerPoint presentations, digital magazines, and short documentaries describing famous destinations. While completing these projects, learners practice the Present Simple repeatedly without focusing solely on grammar rules. They develop creativity, teamwork, research skills, presentation abilities, and independent learning habits that are valuable in both education and future professional careers. Cultural awareness is an essential component of language education. Students compare tourist attractions in Uzbekistan with famous landmarks around the world such as the Eiffel Tower, the Great Wall of China, the Statue of Liberty, the Colosseum, the Taj Mahal, and the Pyramids of Egypt. Such comparisons broaden students' perspectives and help them understand cultural diversity. They also encourage respect for different traditions while strengthening appreciation for their own national heritage. Teachers play a central role in creating motivating learning environments. Successful English teachers encourage communication instead of correcting every small mistake immediately. Positive classroom atmospheres increase students' confidence and reduce language anxiety. Learners become more willing to express their ideas when they know that mistakes are viewed as part of the learning process. Assessment methods should also support communicative learning. Instead of relying only on traditional grammar tests, teachers may evaluate students through oral presentations, classroom discussions, travel projects, interviews, descriptive writing tasks, and portfolio assessments. These methods provide a more accurate picture of students' language abilities because they measure grammar in practical communication. The integration of grammar with tourism topics prepares students for future careers. Graduates of vocational institutions often work in hotels, travel agencies, airports, restaurants, transportation companies, and international organizations where English communication is essential. Practical grammar lessons help students communicate confidently with international visitors and colleagues. Therefore, contextual grammar teaching contributes not only to academic achievement but also to professional development. In conclusion, teaching the Present Simple tense through the topic of tourist attractions represents an effective and motivating approach to English language education. Authentic contexts improve grammar learning, vocabulary acquisition, communicative competence, and cultural awareness simultaneously. Interactive teaching methods, educational technologies, and project-based learning create meaningful classroom experiences that prepare students for real-life communication. As globalization continues to increase international



cooperation, English language education should continue integrating practical topics such as tourism to develop learners who are confident, competent, and ready to participate successfully in the global community.

References:

- 1 Harmer, J. (2020). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
- 2 Murphy, R. (2019). *English Grammar in Use* (5th ed.). Cambridge University Press.
- 3 Richards, J. C., & Rodgers, T. S. (2021). *Approaches and Methods in Language Teaching* (4th ed.). Cambridge University Press.
- 4 Thornbury, S. (2018). *How to Teach Grammar*. Pearson Education.
- 5 British Council. (2023). *TeachingEnglish: Grammar and Communicative Language Teaching*. London.
- 6 UNESCO. (2024). *Global Education Monitoring Report 2024*. UNESCO Publishing.
- 7 OECD. (2024). *Education at a Glance 2024*. OECD Publishing.
- 8 Journal of Language Teaching and Research, Vol. 15, No. 2, 2024.
- 9 International Journal of English Language Teaching, Vol. 12, No. 3, 2024.
- 10 Cambridge University Press. (2023). *Cambridge English Teaching Framework*. Cambridge.