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## Task-Based Learning (TBL) Methodology For Training Tourism Professionals

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### Abstract

Task-Based Learning (TBL) is a modern approach to language learning that focuses on the completion of real-world tasks. Implementing this method in a tourism-focused higher education institution shifts the emphasis from the passive accumulation of knowledge to the resolution of specific tourism-related tasks—spanning linguistic support, business communication, and operational activities. In today's world, this approach is crucial for preparing future tourism professionals capable of working in a rapidly changing labor market driven by high technology.

**Keywords:** English language, artificial intelligence, tourism, language, scientific approach, teaching method, communication..

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## Методика Обучения Tbl (Task-Based) Для Подготовки Специалистов В Сфере Туризма

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**АННОТАЦИЯ:**

Task-Based Learning (TBL) или задачный метод обучения – это современный подход к изучению языков, который фокусируется на выполнении реальных задач. Применение метода в туристическом вузе смещает акцент с пассивного накопления знаний на решение конкретных туристических задач, в сфере лингвистического обеспечения, деловых коммуникаций и производственных задач. В условиях современного мира этот подход становится ключевым для подготовки будущих специалистов, в сфере туризма и туристических отраслей способных работать в условиях быстро меняющегося рынка труда и высоких технологий.

**“TASK-BASED METHOD” – FOR TRY PROFESSIONALS IN TOURISM AFFAIR**

Developing students' communicative skills is a priority in foreign language teaching methodology when training future tourism professionals. Key features of a modern foreign language lesson designed for this professional training include a communicative focus, the use of authentic tasks and materials, and learner autonomy. Task-Based Learning facilitates the implementation of these elements and offers significant pedagogical potential; experience demonstrates that when lessons are properly structured using this approach, students can successfully enhance their speaking skills. Task-Based Learning (TBL) involves the sequential completion of communicative tasks during foreign language lessons and the authentic use of language in real-life situations; it engages students in collaborative work to solve assigned tasks. TBL encourages communication, fosters fluency and accuracy, and reduces the fear of making mistakes, as the teacher acts as a coordinator who guides students and assists them when difficulties arise. The foundation of Task-Based Learning is the idea that students acquire language more effectively when engaged in meaningful activities:

- solving real-world communicative tasks;
- conveying information;
- negotiating;

interacting with one another.

Thus, TBLT aims to develop all components of communicative competence: speaking, listening comprehension, reading, and writing. Successful implementation Task-Based Learning relies heavily on the teacher, as they select appropriate tasks, structure the lesson, assess students' language proficiency, and evaluate their performance. It is crucial for the teacher to select suitable materials for preparing these tasks. L.E. Smirnova proposes the following criteria for selecting materials for foreign language practical classes:

- a) the criterion of thematic relevance;
- b) the criterion of alignment with the contemporary reality of the target language country;
- c) the criterion of considering the age-related characteristics and cognitive capabilities of the learners;
- d) the criterion of obligatoriness (essentiality), which determines the selection of a minimum body of information regarding works of art, literature, history, and architecture that is considered necessary for any cultured individual;
- e) the criterion of educational value;
- f) the criterion of novelty" [1; p. 10].9].

The successful application of Task-Based Learning (TBL) also depends on how the lesson is organized. Typically, a TBL lesson comprises three stages:

#### 1. Pre-Task (preparatory stage)

At this stage:

- the topic is introduced;
- the task is explained;
- previously learned lexical and grammatical material is activated;
- pairs or groups are formed.
- The goal is to prepare students to successfully complete the task.

#### 2. Task (main stage)

Students work on the task. The teacher acts as a facilitator:

- observing;
- assisting without dictating;
- encouraging communication.
- It is important to focus on communication rather than on the accuracy of forms.

### 3. Post-Task (reflective stage)

After completing the task:

- the results are discussed;
- successful aspects and problem areas are analyzed;
- suggestions are made a problem moments ;
- additional consolidation exercises are offered.

It is important to carry out all the stages included in TBL: Pre-task, Task preparation, During-task, and Post-task. Observing these stages, understanding their objectives, and organizing them effectively determine the success of the Task-Based Learning approach; this ensures the integrity of the learning process and facilitates the achievement of communicative learning goals.

Communicative tasks and their role in training tourism professionals

Communicative tasks are activities that encourage students to use language to convey meaning. They can take the following forms:

1. Information-gap tasks: For example, one student describes a situation while the other fills in a chart based on what they hear.
2. Problem-solving tasks: Students work together to solve a problem using the foreign language (e.g., planning an excursion within a specific budget).
3. Role-play scenarios: Situational dialogues, interviews, business meetings, etc.
4. Communicative tasks provide:
  - student motivation;
  - development of interaction skills;
  - genuine verbal exchange;
  - application of vocabulary and grammar in context.

Below is an example of a Task-Based Learning lesson activity: "Job-hunting." You are job-hunting. Your friend helps you to look through the job openings. You each found one promising job. Call your friend, compare the details, find the differences, and decide which job is better. Explain your choice to the class! Урок состоит из 4 этапов –Pre-task, Task preparation, During-task, Post-task. Учащиеся изучают модуль на тему «Just the job».

In the first stage (Pre-task), an association game involving professions (e.g., builder, accountant, flight attendant) is conducted as a warm-up activity. Questions related to the topic of "Jobs" are asked.

Next, during the Task Preparation stage, students are introduced to the assignment; the teacher explains how to complete it and answers any questions that arise. To facilitate the exercise, the teacher prepares instructional materials in advance: cards containing job descriptions.

During the Task stage, students work in pairs and receive cards with information about specific job openings. One student plays the role of a job seeker, while the other acts as a friend helping them find a suitable position. The students compare details (such as salary, working conditions, etc.) and try to select the best job option. Crucially,

they must not show the information on their cards to one another. After the discussion, they must present a reasoned decision to the class regarding which job they consider more advantageous and why. The teacher listens without interfering in either the discussion or the final presentation, though they provide assistance if difficulties arise.

At the final stage of the lesson..

Post-task phase: the teacher discusses students' errors and devotes time to addressing difficulties that arose while working on the task.

The aim of this exercise is to develop oral communication skills—specifically those related to negotiation, argumentation, persuasion, demonstrating empathy, and resolving conflicts within a customer service context.

One of the key advantages of the Task-Based Learning (TBL) approach is its focus on meaning and content rather than grammar. "Assessment in TBL reflects communication effectiveness rather than perfect adherence to every grammatical rule. This approach fosters students' self-confidence and motivates them to use the language more actively in real-life communicative situations" [2; p. 394].

The primary goal of Task-Based Learning—like any other communicative approach—is to increase student engagement and foster a greater interest in learning a foreign language. The teacher facilitates this process by designing stimulating tasks that motivate students to use the language spontaneously and authentically.

This Task-Based Learning method offers several advantages:

1. Communicative focus: The language is used in real-life situations.
2. Development of all language skills: Students listen, speak, read, and write within the scope of a single task.

3. Motivation: Learning activities are perceived as real-world tasks rather than abstract exercises.

4. Active student interaction: Enhanced interpersonal communication.

Thus, this approach holds significant potential for developing students' communicative competence. However, successful implementation of Task-Based Learning requires considering various factors—such as the students' age, interests, and language proficiency—as well as developing tasks aligned with the principles of this approach. However, alongside its advantages, the Task-Based Learning method presents certain implementation challenges, specifically:

- the need for meticulous task planning;
- potential obstacles for less proficient students;
- a tendency for students to focus on meaning while neglecting form;
- the requirement for a high level of professional flexibility on the part of the teacher.

Task-Based Learning is an effective method utilizing communicative tasks in foreign language instruction. It fosters the development of genuine communication skills and student motivation, as well as the ability to use the language in real-life contexts. Successful application of TBLT requires the teacher to possess not only foreign language proficiency but also mastery of the methodological techniques used to organize communicative activities. The defining feature of TBLT is that students acquire the language through active communication. While performing tasks, they interact, discuss, present arguments, analyze information, and arrive at a joint solution. Consequently, the learning process becomes activity-based and practice-oriented. Теоретические основы подхода разработаны такими исследователями, как David Nunan, Rod Ellis, Jane Willis и Michael Long. Their work emphasizes that performing meaningful communicative tasks facilitates the natural acquisition of language structures, the development of speech fluency, and the formation of solid communication skills.

Thus, Task-Based Language Teaching serves as an effective tool for implementing the communicative approach, ensuring the integration of linguistic knowledge and practical skills through active learning activities.

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