

Effective use of practical project-based assignments in second foreign language teaching at a university in the “Tourism” field in the era of digital technologies

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Abstract

Teaching a foreign language at a university presents a particular challenge for teachers and methodologists: how to combine a foreign language, especially a second one, with the future professional activities of students. The purpose of this paper is to offer the most effective practical project-based tasks for teaching a second foreign language. An experiment over four academic years within the subject “Second Foreign Language” in the field “Tourism” at the Financial University (Moscow) with 180 undergraduates proved that the project-based assignments could be adjusted for different levels of students' training and used for teaching a second foreign language and the main one.

Key words: practical learning, competence-based approach, project-based assignments, teaching foreign languages at a university, tourism, digital technologies in teaching foreign languages

Introduction

Teaching foreign languages in the field 43.03.02 “Tourism”, the profile “International and national tourism” (bachelor's degree) is very important for preparing experts in this field. Foreign languages belong to the subjects of the mandatory part of the general professional cycle and are aimed at developing the competencies according to the Federal State Educational Standard of Higher Education (3++) and the curriculum of the Financial University under the Government of the Russian Federation for 2021-2025 academic years in the field 43.03.02 “Tourism”. These competencies are connected with the use of foreign languages for the implementation of a number of professional tasks: professional oral and written communication, speaking in a foreign language, the use of foreign information sources at work, development and evaluation of tourism products, including the stages of preparation and work with documentation, as well as in business management processes in tourism. Such competencies reflect the trends of modern higher education towards interdisciplinarity and the formation of metaprofessional thinking (Levitskaya, Sokolova, 2013: 41-44).

However, in the fields that are not directly connected with foreign languages, especially a second one, there is a very little number of classes dedicated to it, which raises the question: how not only to master the language but also to develop professional competencies in a foreign language? The task is also complicated because a second foreign language is most often studied “from scratch”, and it is necessary to go from the alphabet and communication on everyday topics to using the language at work and creating new products. This study will analyze the methodology of project-based learning in accordance with the competence-based approach. This paper aims to offer the most effective practical project-based tasks for studying a second foreign language in the field “Tourism”, as well as to evaluate their effectiveness and highlight the methodological conditions for effectiveness. To achieve this goal, it is necessary to analyze the modern understanding of the competence-based approach, its features in the study of a foreign language, the concept of a foreign language for special purposes, the specifics of using the project-based approach in teaching and its advantages, the possibility of combining the project-based approach with the use of digital technologies, to identify the most effective and complex practical project-based assignments for the field “Tourism”

from the point of view of competencies formation, and to determine the conditions for the effectiveness of these assignments.

There are many studies devoted specifically to the competence-based approach, the project-based approach in the study of foreign languages, and foreign languages for special purposes; however, we should note the lack of works with a practical focus that would reveal the possibilities of using the project-based approach in teaching a second foreign language, in particular, in the field “Tourism”.

Theoretical Framework

Competence approach in teaching foreign languages for special purposes. The competency-based approach underlies many modern studies by domestic and foreign scientists, being a relevant and promising direction in the development of education aimed at ensuring that the content of education meets the constantly changing world and overcoming the gap between theory and practice in the study of academic subjects (Kondrakhina, Yuzhakova, 2022: 41-43). The very concept of a competence-based approach is associated with the names of such prominent scientists as N. Chomsky, A.G. Bermus, V.A. Bolotov, I.A. Zimnyaya, I.D. Frumin, A.V. Khutorsky and others.

It is considered as one of the concepts for ensuring a unified educational space and updating the content of education in a rapidly changing world.

The application of the competence-based approach in teaching foreign languages at the university at the present stage is studied, in particular, by such researchers as N.G. Kondrakhina, N.E. Yuzhakova, Yu.S. Vasilyeva, N.S. Shvaikina, E.Z. Shevaldysheva, Ya.V. Lyah, M.N. Vetchinova, V.A. Petrova, A.K. Kollegov, V.E. Mineev-Li, N.S. Gnezdilova, G.E. Milbert, I.A. Obaya, R.Y. M. Vargas and G.G. Delgadillo, J.L. Bernal Aguado, P. Clement et al.

Vasilieva Yu.S. and Shvaikina N.S. define a competence-based approach as “a teaching method aimed at developing students' abilities to solve certain professional tasks in accordance with the requirements for personal, professional qualities” (Vasilieva, Shvaikina, 2021: 131-133). Belarusian researchers Shevaldysheva E.Z. and Lyah Ya.V. note the focus of this approach on the result of education, the initiative and responsibility of the students themselves (Shevaldysheva, Lyah, 2022), and Vetchinova M.N. and Petrova V.A. emphasize the practical focus of the approach as a key characteristic (Vetchinova, Petrova, 2021:145-161). Milbert G.E. also draws attention to the important role of using a competence-based approach in organizing students' independent work, as this is an important and integral component of the educational process (Milbert, 2020: 857-862).

In foreign literature, we can find similar definitions. For example, researchers from the Mexican National Autonomous University Obaya I.A., Vargas R.Y.M. and Delgadillo G.G. believe that the competence-based approach involves the formation of such a profile of a university graduate that would meet the demands of the labor market in the relevant field (Obaya, Vargas, Delgadillo, 2011: 63-68).

According to Bernal (Bernal Aguado 2006), the development of competencies through language teaching should facilitate the student's independent learning and prepare him/her for the intended entry into the labor market. The acquisition of competencies, according to the author, is closely related to:

- a. conceptual knowledge with the corresponding development of professional skills;
- b. procedural knowledge in relation to the practical application of acquired knowledge;
- c. fundamental knowledge related to professional communication and collaboration.

- d. Metacognitive knowledge is associated, in turn, with self-criticism, independence and responsibility.

The problem of teaching foreign languages at the university is often the focus on the assimilation of cognitive knowledge: grammatical and lexical material, while a balance is needed between all types of knowledge (Blanco, Garrido, 2013: 31), in which procedural and fundamental knowledge will be given enough time and attention for the formation of professional competencies.

It should be noted that learning a foreign language in tourism is an important element of the educational program (Bakurova, Kartashova, 2021: 219-231), and knowledge of foreign languages is a significant advantage in the labor market (2006, 79), plus, it is much more beneficial to know not only one foreign language (usually English) but also a second one. Various studies (Bosch, 2014), (Piller, Money, 2012) agree that proficiency in English alone is not enough to satisfy customer needs, and therefore second language proficiency is highly valued when applying for jobs in the tourism and hospitality industry.

Particular attention is paid to professional language proficiency, and this applies not only to the lexical component but also to the cultural aspects of professional communication (Kollegov, Mineev-Li, Gnezdilova, 2021: 1-12). In this area of expertise, in connection with the designated competencies and in response to the demands of the labor market, professionally oriented foreign languages or languages for special purposes (LSPs) are taught. Often, LSP is understood as the study of the lexical component of the language: the lexical layer of the language associated with professional discourse, allowing you to work with professional documents, highly specialized professional materials, conduct a dialogue with colleagues, etc. However, one cannot but agree with the linguist, professor emeritus of the University of Paris-North (Paris XIII) Pierre Lerat that “discourses are actually much more shaped by the parameters of the communicative situation than by the transmitted content” (Lerat, 1995:13). Therefore, it would be a mistake to understand the LSP as a separate section of the language containing specialized vocabulary and grammatical constructions. LSP is not a language subsystem. It can be considered as a pragmatic language subset (Sareg, Dungworth, McDonald, 1980). LSP is based on the rules and patterns of the language as a whole but with an emphasis on the development of professional intercultural competence, which is impossible with a purely lexical approach to teaching LSP, but involves a broader communicative, cultural and pragmatic approach.

The mastery of professional discourse is based on the acquisition of professional competencies and should be focused on business communication contexts in a particular field. The sphere of tourism, unlike many other professional fields, is associated with active social interaction, which entails special attention to the situational linguistic context and dialogue pragmatics: it is necessary to take into account the correspondence of the used lexical means to the situational context, models of social behavior (polite verbal options, cultural values, verbal and non-verbal taboos depending on the target audience of messages), as well as non-verbal communication tools. All these factors affect the perception of the interlocutor in a foreign language context and the result of his/her communication, and can both contribute to the establishment of friendly professional relations and the conclusion of contracts and lead to misunderstanding and even the loss of partners and clients. The social and public nature of work in the service sector and real communication in a foreign language often cause psychological difficulties associated with oral presentations and the fear of being judged by the teacher and classmates (Littlewood, 1981). However, thoughtful and systematized preparation for public activities and communication, as well as a significant amount of practice similar to professional activities, allow one to overcome this psychological barrier, which contributes to the

development of the required competencies and facilitates professional tasks in the future.

Teachers face the difficult task of forming professional competencies in a foreign language (Kozharinov, Kalugina, Ryabchenko, Kolobkova, Kralik, 2021:615-623) with the use of various means and through overcoming psychosociolinguistic limitations. The methodologists, authors of the subjects' syllabus and teachers face the question of how to combine the teaching of a foreign language, in particular the second one, most often studied "from scratch", with the future professional activities of students to form the necessary competencies and systematically prepare for and overcome the difficulties that arise in the learning process.

As the most effective way to establish such a connection between the study of a foreign language and its future practical application in a professional context, one can consider the use of a practical project-based approach using information technology.

Practical project-based approach in the study of foreign languages. A practical project-based assignment involves solving a practical situation in a creative form individually or in pairs and consists of several elements, each of which is assessed. Project-based assignments are widely used in teaching as a very effective tool. Bredneva N.A. characterizes project-based activity as "a pedagogical technology that activates students' independent cognitive activity" (Bredneva, 2016: 190-192). Indeed, in the course of working on projects, students not only apply the knowledge gained during the training but also conduct their own research based on them, develop a new unique product, study additional material, and work out their individual project preparation strategy, which allows them to develop skills that are useful both in training and in future professional activities. We can see the development of the "project culture of students", which, according to Bredneva N.A., includes "project competence, project thinking, creative initiative, value orientations, the ability to "design" not only professional activities but also everyday life" (Bredneva, 2018: 43-46).

The pioneer of project-based learning, William Heard Kilpatrick, believed that learning should set goals that correspond to the interests and needs of students. According to the author, projects can be aimed at creating a tangible or intangible product, solving a case, searching for answers to complex questions, and other activities aimed at obtaining certain knowledge or skills (Kilpatrick, 1921). According to the constructivist approach, project-based learning involves a set of activities based on solving tasks or cases, which stimulates the relatively independent and collaborative involvement of students in research activities with the guidance of a teacher, with the presentation of the results to the team (Benito, Glant, Romano, 2018: 13).

In addition to the previously highlighted positive aspects of using the project-based approach in teaching, it is also necessary to mention the conclusion made by Willard and Duffrin (Willard, Duffrin, 2006). In their study, they indicate that in addition to a positive impact on the formation of professional competencies and the ability to cope with professional tasks in the future, the considered approach increases the level of student satisfaction with learning. This conclusion is also confirmed by many years of authors' experience in using project-based activities in teaching subjects both in foreign languages and in Russian.

A group of researchers from two universities in Colombia (Rodríguez Sandoval, Vargas Solano and Luna Cortés) conducted a post-analysis of students' perceptions of the implementation of project-based activities in education through a questionnaire (Luna-Cortés, Vargas-Solano, Rodríguez-Sandoval, 2010: 13-25). The results showed that due to this type of activity, theoretical knowledge found its practical application more harmoniously, there was an interest in research work, and one can also testify to

the development of critical and analytical thinking. The students who took part in the survey noted that their subject expectations were met thanks to the obvious connection between theory and practice. M. Pérez (Maldonado Pérez, 2008) also notes the important role of the interdisciplinary nature of practical project-based activities, stimulating both autonomous and joint work of students, developing self-organization and time-management skills, working with large amounts of information, increasing motivation, which also positively influences student academic performance. According to the study of Klimova I.I., Kozlovitseva N.A. and Tolstova T.N., work on small projects in mini-groups based on the studied material is also an effective tool for overcoming social distance in online learning (Klimova, Kozlovitseva, Tolstova, 2021: 141); these results are also confirmed by other studies (Karahoca, Zaripova, Bayanova, Chikileva, Lyalyaev, Baoyun, 2022), (Masalimova, Khvatova, Chikileva, 2022).

Professors of the University of Havana (Cuba) Heydrich, Rojas and Hernández highlight the following advantages of using the project-based approach in teaching students (Heydrich, Rojas, Hernández, 2012):

- preparing students for their future professional tasks through the formation of relevant competencies and skills;
- increasing the motivation and level of involvement of students in the learning process;
- establishing a connection between training in an educational institution and real practice and moving away from the tactics of theory “rote learning”;
- acquisition of teamwork skills;
- development of social and communication skills;
- forming the ability to solve cases;
- establishing links between different subjects;
- the emergence of an opportunity to contribute to the educational process or to society;
- increasing self-esteem due to the fact that students see themselves not as objects of training but as direct participants who are responsible for their educational progress;
- identifying the strengths of students and individual approaches to learning.

The positive aspects of the project-based approach identified by colleagues from the University of Havana, although quite detailed and covering the main areas, largely overlap each other and also do not always take into account the results of research by other scientists. In this regard, there was a need for a deeper analysis, systematization of data and their specification in accordance with the considered subject and the level of education. Based on the analyzed sources and our own experience, it seems logical to divide the benefits of using practical project-based assignments when studying a foreign language at a university into 3 categories presented in the table.

Table 1. Benefits of using practical project-based assignments when studying a foreign language at a university.

№	Category	Contents
1.	Education	<ul style="list-style-type: none"> – interdisciplinarity; – consolidation of theoretical material; – educational autonomy; – ability to work with unadapted information; – creation of communicative situations as close to real ones as possible; – use of public speech techniques and business and

		<ul style="list-style-type: none"> - professional discourse in a foreign language; - expanding the knowledge about others countries; - efficiency in distance learning; - increasing motivation for learning and, as a result, improving academic performance; - increasing the level of satisfaction with education.
2.	Soft skills	<p>Social:</p> <ul style="list-style-type: none"> - teamwork skills; - communicative skills: argumentation, public speaking; - the ability to listen; - search for a compromise; - criticism management. <hr/> <p>Personal-psychological:</p> <ul style="list-style-type: none"> - self-organization; - time management; - analytical and critical thinking; - identifying strengths; - creativity; - stress tolerance; - increasing self-esteem; - reflection.
3	Career	<ul style="list-style-type: none"> - the ability to fulfil real professional tasks; - development of professional skills; - preparation for entering the labour market using a foreign language.

The content of the advantages of the project-based approach within these categories may change and expand depending on the field which students are studying, as well as the structure of projects and their results. However, it should be emphasized that projects must comply with the specifics of the LSP: educational goals reflected in the curriculum and syllabus, regional peculiarities, and the level of both language and professional training of students. Also, the active use of digital technologies can be considered a necessary element of the project-based approach in teaching LSP.

Our students are already the so-called “Digital Natives” generation. The author of this term, Mark Prensky, notes that “the thinking of today’s students and the procedures for processing information are fundamentally different from the ways of thinking and information processes of their predecessors” (Prensky, 2001). Digital technologies are not only a tool for work but also largely determine the way of thinking and strategies of students in solving cases; they increase the level of students’ motivation (Gaydarenko, Medvedeva, Solovyeva, Plakhtii, 2021). Therefore, the use of digital technologies is an integral part of the practical approach at all stages of work, from presenting the task to students and up to the presentation of the results of project-based activities (Barakina, Popova, Gorokhova, Voskovskaya, 2021). Using digital technologies at all stages not only helps students to work in their familiar environment but is also useful for future professional activities that are not conceivable without digital technologies (Nimatulaev, Sirbiladze, Tsvetkova, 2021), which can be classified as professional programs and programs for joint work in the virtual space (Soboleva, Suvorova, Grinshkun, Nimatulaev, 2021); (Afanasiev, Vysotskaya, Alferov, Grigorieva, 2021) and creating presentations. Digitalization also contributes

to the development of so-called microlearning, which is also widely used within the framework of the project-based approach and, according to a number of studies, is more effective than classical macrolearning, especially in a situation where it is necessary to acquire any specific skills (Zhukova, Bogoslovskiy, Selimov, Kiseleva, Motchenko, 2021).

Methodology

The empirical part of the study took place within the framework of the subject "Second foreign language" in the field 43.03.02 "Tourism" at the Financial University under the Government of the Russian Federation (Moscow). The first part of the study was the analysis of works devoted to practical and competency-based learning, which made it possible to highlight not only the advantages that these approaches would have if introduced into the course of learning a second foreign language in the designated field but also take into account the features and difficulties in use. This work together with the practice and analysis of student feedback, made it possible to identify the conditions for the effectiveness of the project-based approach in teaching a second foreign language.

To identify and methodologically develop the most effective practical project-based tasks, the following aspects were compared: the competencies that should be formed as a result of studying the subject, the level of language training in each semester, the curriculum and syllabus of specialized subjects, and the proposed options for practical tasks in in-house and foreign textbooks of Spanish and German. As a result, the topics in the syllabus of the subject "Second Foreign Language" for the bachelor's degree in the field "Tourism" were updated.

During the four academic years, the pedagogical process included the following project assignments that were changed when necessary to improve their quality and efficiency. During the first two years, some assignments were used as tests in class, and others – as part of the scientific activities of the department. In the next two years, after the assignments were updated and checked for effectiveness, they were included in the syllabus as tasks for midterms and exams.

Within a four-year cycle, 180 second- and third-year undergraduate students in this field took part in the study under the guidance of three teachers of Spanish and German. The methods used included post-analysis, free-form and Likert-scale questionnaires, oral interviews, and a systematic approach.

After the first two experimental courses on the subject, students were offered a questionnaire with free answers, where they were asked to evaluate the project tasks proposed in the course separately, as well as to assess the level of their linguistic and professional complexity and the possibility of applying the formed practical skills in future work in their field. With the help of oral interviews of randomly selected respondents from among students, it became possible to assess the emotional component of the attitude to various project-based tasks of students with different levels of academic performance. In the last two years of the study, a Likert scale survey was introduced, which consisted of 9 statements:

1. It was interesting for me to complete project-based assignments while learning a second foreign language.
2. The level of language complexity of the project-based work corresponded to my level of language proficiency.
3. Project-based tasks required both language proficiency and professional knowledge in the field of tourism, management and marketing.
4. Thanks to the project-based assignments, I saw a connection between language learning and the use of the language in my future profession.
5. Skills acquired during the implementation of project-based assignments can be useful in the field of tourism.

6. Skills acquired during project-based assignments may be useful while working in other fields.
7. Project work increased my motivation to study.
8. Learning with the use of practical project-based assignments seems to me more interesting and effective than the traditional one.
9. In general, I believe that the project-based assignments were effective for learning a second foreign language.

Comments (if necessary): ...

The participants included 78 students who have completed the “Second foreign language” course.

Results

This study will present five examples of practical project-based assignments using digital technologies that are successfully used in teaching second foreign languages in the bachelor's degree program “Tourism” at the Financial University under the Government of the Russian Federation (Moscow). Teaching second foreign languages in this field begins in the second year. The language is studied “from scratch,” and the subject syllabus is designed for two years. According to the syllabus “Second Foreign Language”, the first year of study is aimed at the formation of basic language competencies and the basics with professional language elements at the initial level.

1. The first professionally-oriented project-based task, “Creating a company in the field of tourism” is offered to students as the oral part of the exam at the end of the first year and is aimed both at consolidating the material covered during the year, and at introducing students to this type of work developing creative, communication and research skills, increasing motivation to learn not only this foreign language, but also the LSP and, in general, to study in this field of training. This project-based assignment can be carried out both individually and in groups of 2-3 people, depending on the level of training, individual characteristics of students and educational goals. As part of this assignment, students must propose their project to a company in the field of tourism, restaurant or hotel business: a hotel or other tourist accommodation option, a catering facility (restaurant, cafe, bar, etc.), a transport company, an online program or application for a smartphone, a tourist product, a tourist service, a tourist attraction, etc. During the training, students have mastered the basic grammar corresponding to the A2 level, as well as lexical topics that can be chosen for the project at the basic level: restaurant and food outlets, traveling, and related subtopics of hotel accommodation, transport, excursion activities, and attractions.

While working on the project, it is necessary to:

- present the name of the company, location, size, target audience, and goals;
- designate the created jobs: the number of employees, positions, and their functions;
- describe competitive advantages by analyzing the market;
- introduce the company to the audience (classmates acting as potential investors);
- at the end of the presentation, present the company's advertisement (verbally or visually).

The presentation of the company is carried out in the form of an oral report with a presentation that contains all the elements of the project. When using this task in groups with a higher level of language and professional training, it is possible to add

extra elements, such as the development of a business plan, justification of the company's profitability, and certain types of promotional materials. These elements were suggested by the students themselves, as while working on the project, some students always show high interest related to freedom of creative expression, autonomy and the opportunity to come up with something new, which really motivates them in their future professional field, and offer detailed business-plans, thoughtful promotional products often not inferior in quality to the work of professionals.

2. The second practical project-based assignment is one of the most comprehensive and closest to the real professional activity of specialists in the field of tourism. The project "Development of a tourist route" is carried out by students upon completion of three semesters of learning a second foreign language as part of the oral part of the test in this subject. If the first two semesters of training included only elements of professional business discourse, then in the third and fourth semesters, LSP is taught. According to the subject syllabus in the third semester, topics related to the economic aspects of tourism, types of tourism, tourism transport, travel agencies, development and management of offers, sales, services, tourist destinations and objects of tourist interest, as well as country-related topics, are studied. By the end of the semester, students learn the specifics of developing a tourist route taking into account the transport system, target audience and budget, which helps them to complete a project on this topic. Preparation for the project takes place in stages, starting with the study of theoretical issues and performing various tasks for mastering and consolidating lexical, grammatical and professional material. Subsequently, in the course of working on the project, students face similar tasks, which they implement more confidently and predict the result based on the experience gained in the seminars.

In this task, students need to develop their own tourist routes through the region or several regions of the language being studied. This allows them to study in practice the geography, features, transport system and the practice of conducting tourism activities in the countries of the studied language, as well as gain the skill of creating tourist routes that can be applied and is in demand in the field of tourism in our country.

Assignment conditions:

- duration – from 8 days; if the route involves several days of quiet rest without any excursions, then the route is increased by a given number of days;
- it is necessary to determine the target audience and the number of people in the group and take this into account when planning the route;
- the route must be compiled in accordance with a certain type of tourism (or several types of tourism), or have a certain concept;
- all places and events included in the itinerary (hotels, restaurants, museums, concerts, exhibitions, etc.) must be real;
- when planning a route, it is necessary to take into account the distances between points, as well as the traffic schedule if public transport is used.

Results presentation:

- 1) Budget – cost breakdown per each day. Should be done in Word or Excel and sent to the teacher.

Table 2. An example of a project-based assignment estimate.

Day	Cost item	Cost	Website	Screenshot
Day 1	Traveling by train from ... to ...	15 €	Transport company website	Website screenshot
	Check-in at the hotel "Hotel name"	125 € / 3 days	Hotel or booking system website	Website screenshot
	Transfer to the city center	10 €	Transport company website (taxi, bus, train, etc.)	Website screenshot
	Sightseeing tour with a Russian speaking guide	23 €	Website	Website screenshot
	Lunch at a restaurant	32 € business lunch cost / average menu based lunch cost	Website	Menu screenshot
Day 1 Total		205 €		
Day 2	...			
	...			
Total for 8 days		... €		

If an excursion is expected for a fee (optional, in free time), then its cost is prescribed but not included in the total for the day. If the students plan to purchase a service for the entire period of the route or for a certain number of days, then this item is indicated once (rent of transport, hotel accommodation, transport guide services, etc.).

2) Booklet – an advertising brochure to attract tourists.

The booklet should be colorful and informative. It is necessary to briefly describe the route, write which cities or places are visited and on what days, and give the final cost. The booklet is made in the classic A4 sheet format, folded in the form of a booklet ("book" or "leprello"), but other format options are possible if they do not change the purpose and information value. It is also possible to prepare other promotional products if students want to. The booklet is a handout and is either printed out in advance and distributed before the performance or sent to the audience for review, depending on the students' resources and the format of the lesson (remotely or in the classroom).

3) Project presentation.

During the presentation, it is necessary to talk about the whole route and briefly about each day. The purpose of the report with the presentation is to interest future tourists, which is why the presentation should be illustrative, and attractive, it is important to "sell", and present as a product pitch. After the presentation, listeners acting as potential customers ask questions about the route.

The structure of the presentation includes a title slide with the name of the route; a slide with a brief description of the route and its display on the map; at least one slide for each day of the trip: with the name of the day (the name by city/sights), main points, photos to attract customers, if desired – a map for the day. The slide with the route description or the last slide should contain the total cost of the trip in rubles at the current exchange rate.

While working on this project, students actively use modern information technologies and work with a large number of authentic sources since the project involves creating a route based on real places, taking into account all the needs of customers along the route and calculating the cost of each day.

3. During the fourth semester, students complete two ongoing project-based assignments. The practical project-based task "Creating a company in the restaurant business" is carried out after studying the topic "Restaurant business", which considers various catering points that are typical both for our country and for the countries of the language being studied. In the course of completing this assignment, students need to develop a project for a company operating in the restaurant business: a cafe, a restaurant, a bar, a snack bar, a catering company, etc.

Students need to submit:

- name, style and design, positioning, specialties;
- menu, special offers, combined offers (breakfasts, lunches, dinners, brunches, sets), pricing policy;
- design of uniforms, dishes, cutlery, and interior elements;
- necessary furniture and equipment;
- an organigram with functions;
- advertising for social networks with a description, working hours and address.

4. The second midterm project-based assignment of the fourth semester is related to the solution of the case. The task of students during the implementation of the practical project-based task "Hotel Rebranding" is to find on any site with foreign tourist reviews of tourist accommodations in the country of the language being studied which has more than 20 negative reviews (with 1 or 2 points); identify and analyze problems based on reviews, photos and pricing policy; offer trainees who play the role of hotel management a series of activities to solve these problems.

If desired, the teacher can limit the number of possible personnel changes and the amount of rebranding funding.

During the presentation, students should:

- present the hotel: its website, location, prices, and target audience;
- specify the identified problems illustrating them with reviews in a foreign language and photographs;
- rank problems in order of solution;
- present proposals for solving problems and propose a new marketing strategy designed to attract tourists.

This task includes not only working with the topic of tourist accommodations but also with a number of other topics that depend on the range of identified problems. These can be personnel issues, issues related to the hotel restaurant, leisure activities, infrastructure, etc.

5. The final practical project-based task, which completes the course of studying a second foreign language in the field "Tourism" and is included in the

oral part of the exam, is “Development of a marketing strategy for the region”. This assignment is preceded by a study of the topic “Marketing and advertising in the tourism industry”, during which students analyze various marketing and advertising strategies and the principles of the phased development of a marketing campaign in the tourism business.

During this task, students need to develop a marketing strategy for the development and promotion of the region of the Russian Federation or their native country. Target audience – international tourists.

It is necessary to:

- conduct a SWOT analysis of the tourist destination (region, territory);
- propose solutions to identified problems affecting the tourist flow;
- find or create tourist attractions according to the proposed positioning of the direction in the tourist market;
- develop a logo and slogan for the direction;
- propose the organization of an effective advertising campaign, indicate the venues (platforms), methods, tools, and justify the choice;
- develop two examples of advertising products (banners, advertising for social networks, commercials for radio, television, etc.) and justify their effectiveness;
- conduct a presentation of the developed project to the audience acting as representatives of the tourism department of the region.

During this project-based assignment, students demonstrate a high level of professionalism, communication and professional skills, critical thinking and analytical skills reflected in the reasonable preparation of a SWOT analysis, the level of proposals submitted, as well as discussions that arise in a foreign language after the presentation of each project.

Conditions for the effectiveness of the project-based approach application. For the successful implementation of practical project-based tasks by students, it is necessary to take into account a number of important details and conditions.

1. Project-based assignment planning.

Tasks within the framework of the project-based approach should be based on the curriculum of students and the subject syllabus. The interdisciplinary nature of such assignments requires synchronization of the relevant specialized subjects with the project-based assignment: students must first master the theoretical and practical material in the language of study and only then apply this knowledge in the context of a foreign language. At the same time, interdisciplinarity stimulates the creativity of students and develops non-patterned thinking (Dubinina, Konnova, Stepanyan, 2022). Projects are aimed at students and are managed by the students themselves within the given conditions, and the content of the projects should be relevant and meaningful for students in their future professional activities and should serve as a link between the educational process, professional sphere and real life.

2. Preparation.

Each project-based task is given only after the students have mastered the theoretical and language material – the necessary tools for the implementation of the project. The project-based task should not cause panic and frustration among students from encountering new problems with an unknown solution algorithm; this will negatively affect the educational results of this activity.

Suppose we expect students to demonstrate a high level of digital proficiency during the implementation of the project, in particular, in the preparation of advertising booklets, materials, and presentations. In that case, it is advisable to give the task itself in an attractive visual form of an infographic, booklet or presentation, which is

commented by the teacher. Tasks and details should be reflected as fully and clearly as possible. The visual form of presenting the task, unlike the textual or only oral form, is more understandable and familiar to modern students, involves the emotional aspect of information perception, gives a certain example of the expected level of results presentation, and motivates students. In the task that is sent, it is necessary to describe the criteria for evaluating all elements of the project with the points breakdown. For example, the project-based task "Development of a tourist route" is evaluated on the basis of 20 points, which are distributed as follows: budget (details, logic) – 5 points, booklet and other promotional material (content, design, compliance with the concept of the route) – 5 points, performance (manner, verbal and non-verbal means of communication, compliance with the goal) and the route as a whole (logic, validity, reasoning) – 5 points, language proficiency (speech, booklet, estimate, presentation) – 5 points.

3. Project execution.

Sufficient time must be given to complete the project-based assignment. As a rule, 1-1.5 months are allocated for the implementation of the project-based assignments presented above. Depending on the development of students' self-organization skills, the course of study and the structure of the project-based assignment, it is possible to set the dates for the presentation of individual intermediate parts of the project. This may only be done in the first years of study and during the first couple of project-based tasks so that in the future, students can learn to independently manage their time and develop their own project execution strategy that is convenient for each individual.

Projects can be carried out both individually and in mini-groups of 2-3 people, depending on the educational goals and the content of the project-based task. The teacher can independently form teams according to the level of training of students or allow them to break into working groups themselves. The first option can have a positive effect if the teacher is well aware of the educational, research and psychological characteristics of students: by combining the most gifted students, you can stimulate them to do further research activities and achieve high results (Tyurikov, Kunizheva, Voevodina, Gruzina, 2021).

A mandatory requirement for projects is their author's original character. If the project was competently and in detail worked out by the teacher and all the requirements and criteria were sent, and the students had previously mastered the principles of implementing various components of the project during the seminars, such as ready-made projects that meet all the criteria cannot be found on the Internet, and students will not find it difficult to prepare an original project.

When performing a task, in particular, when preparing a presentation and a report, it is necessary to pay attention to the target audience. Each project task indicates the role played by the audience: the region's tourism department, potential clients, investors, hotel administration, etc. This information is needed both for students to prepare the speech and for the audience to comment and ask questions about the project.

4. Final stage.

The final stage consists of two important elements: evaluation and post-analysis or reflection. Evaluation can be carried out either by the teacher or with the involvement of students. For example, it is possible to make anonymous electronic voting by listeners, which will further affect the final scores. Given the complex nature of practical project-based assignments and the time and effort spent by students on their implementation, the teacher should not only give and announce points after each project or after all but also give a detailed oral assessment of each project so that comments are taken into account in the future. If the specialized departments have teachers who speak foreign languages, it would be valuable to present projects with the involvement of such experts.

Post-analysis may consist of discussing the results, voting for the best project, analyzing the difficulties that students encountered while working on the project, and teachers' recommendations for future projects.

The results of a students' survey on the Likert scale who completed the full course of the subject in 2021 and 2022 showed that students consider the project-based approach more effective than the traditional one (91.7%) and note its benefits for their learning (83.3%). 83.3% expressed interest in this type of task, and 58.4% said that their motivation increased, while 16.7% found it difficult to assess the impact of projects on their level of motivation. The most diverse answers were obtained when assessing the correspondence of the level of language complexity of projects to the level of language proficiency: 33.4% of respondents rated their level of language proficiency as not sufficient for project-based tasks, for 58.3%, the level of language knowledge corresponded to the required one, and some found it difficult to answer this question. This may indicate, on the one hand, a high level of task complexity, which promotes studying and encourages learning new things, and on the other hand, shortcomings both in the preparatory stage of projects and in the implementation of projects by students (search or creation of information that goes beyond language options). It should also be noted that the respondents were students with different academic performances, and the result obtained generally reflects the overall score of the group: for students who got "excellent" marks, the level of language complexity of the projects was not high, while the rest had to put in more effort. Despite this, judging by the results of effectiveness and interest, even those who find projects too difficult from a linguistic point of view recognize their effectiveness for their learning and advantages over traditional methods.

The results related to the practical orientation of the presented project-based assignments seem quite interesting. All respondents agreed that the project-based tasks required both language proficiency and professional knowledge in the field of tourism, management and marketing. More than 83% see a connection with their professional activities and believe that the acquired skills can be useful for working in the tourism industry. At the same time, almost all (91.7%) note that these skills can be useful for work in other areas. It can be concluded that despite the specific focus of the presented projects on the tourism, hotel and restaurant business, they also develop universal professional skills.

Table 3. The results of the students' survey, in %.

	Strongly disagree	Disagree	Difficult to answer	Agree	Completely agree
It was interesting for me to complete project-based assignments while learning a second foreign language.	-	8,3	8,3	50	33,3
The level of language complexity of the project-based work corresponded to my level of language proficiency.	16,7	16,7	8,3	58,3	-
Project-based tasks required both language proficiency and professional knowledge in the field of tourism, management and marketing.	-	-	-	41,7	58,3

Thanks to the project-based assignments, I saw a connection between language learning and the use of the language in my future profession.	-	8,3	8,3	58,3	25
Skills acquired during the implementation of project-based assignments can be useful in the field of tourism.	-	-	16,7	41,7	41,7
Skills acquired during project-based assignments may be useful while working in other fields.	-	-	8,3	66,7	25
Project-based work increased my motivation to study.	-	25	16,7	41,7	16,7
Learning with the use of practical project-based assignments seems to me more interesting and effective than the traditional one.	8,3	-	-	50	41,7
In general, I believe that the project-based assignments were effective for learning a second foreign language.	-	-	16,7	58,3	25

An analysis of free-form comments and oral interviews of students showed that for most students, project assignments are a professional and academic challenge that arouses interest even among those who consider their level of foreign language proficiency to be insufficient (“difficult but interesting”). They also increase the level of motivation for learning, especially for those who combine studying and working in this field. Thus, students working in travel agencies noted that the project task “Development of a tourist route” is familiar to them from their professional activities, and “it was interesting to develop their own route in a foreign language”.

Discussion and Conclusion

It can be concluded that project activities in teaching foreign languages can make the learning process more practical and dynamic, focus on analytical and research activities, work with various sources of authentic information, and contribute to developing students’ professional autonomy, both linguistic and professional competencies. Positive feedback from students indicates a good perception of this teaching method and an increase in the level of satisfaction with the learning process. The results of the study confirm and significantly add to the conclusions made by Soboleva N.F. (Soboleva, 2014), Kosareva S.A. (Kosareva, 2014), Alilujko E. A. (Alilujko, 2011), Frolova O. A., Lopatinskaya V. V. and Rubannikova I. A. (Frolova, Lopatinskaya, Rubannikova, 2020). Alilujko E. A. also notes the high creative and motivational potential of project-based assignments in the study of foreign languages in the field “Tourism” (on the example of the English language) and emphasizes the development of students' mental abilities. Frolova O. A., Lopatinskaya V. V., and Rubannikova I. A., also consider the first foreign language – English attaches particular importance to the development of intercultural competence of students and highlight the readiness to solve specific problems in a multicultural environment as a result of the project-based activity of bachelors studying tourism.

It is necessary to note the important interdisciplinary component of the presented project-based assignments: they are associated with such subjects as “Development of domestic tourism”, “Territory branding”, “Sales technologies in the tourism and hospitality industry”, “Electronic business and innovation in entrepreneurship”, “Organization of excursions”, “Tourist business” and others.

In order for the project-based approach to work and benefit the students, it is necessary to follow a number of principles:

- thoughtfulness and timeliness of project-based assignments;
- clarity and detail of the task statement, clear criteria for evaluating the project;
- setting realistic deadlines;
- formation of teams depending on the educational goals;
- post-analysis of the work done and the difficulties encountered.

The conditions for the effectiveness of the project-based method in teaching given in this study confirm and add a number of practical aspects to the results of the study by Frolova O.A. (Frolova, 2020).

The study has empirically proven the effectiveness of practical project-based assignments in teaching a second foreign language in the field “Tourism” and will be useful for teachers of foreign languages – both for those who teach it as a second and as a first foreign language. The given examples of practical project-based tasks are flexible for adaptation to different levels of students, different languages and subjects. Part of the project-based tasks with minor changes can also be used in the basic course of a foreign language, most often involving the study of such topics as “Travel”, “Tourism”, “Restaurants”, and “Sights”.

It is also possible to give small project-based assignments, such as creating a travel agency logo, planning a hotel or travel agency loyalty system, etc. Such tasks performed both as homework and in mini-groups at seminars not only have all the advantages of a project-based approach but also prepare for the implementation of the large project-based tasks described above.

The study can be used in their work not only by teachers but also by methodologists, authors of syllabi and authors of textbooks and teaching aids.

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