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Professional education's technologies for competitive workers of tourism sphere

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Abstract. The article deals with the problems of determination and choice of optimal pedagogical technologies for professional education for competitive workers of tourism sphere nowadays. Analyzing traditional and innovative pedagogical technologies, we determine the list of the most effective technologies for pedagogical process of vocational training for future workers of tourism sphere.

Keywords: *educational technology, vocational training, competitive worker, professional education, tourism sphere*

Formulation of a problem. Today the world was entered in the third century. Ukraine's development is determined in the general context of European integration with an orientation on fundamental values of western culture with attribute of civil democratic society.

Modern professional education of Ukraine, after the certain period of updating and modernization of the educational systems according to the requirements of the third century, has all chances to be brought over to outer educational space. Professional preparation of competitive workers that will be able to realize the labor activity on the world markets becomes actual. Only human factor, human resources becomes the important asset of international economy. Modern form and professionalism of skilled workers determines the future of the state: what it will be, what place will occupy in the world in the epoch of hard competition.

Accompaniment of this process takes place due to changes in a pedagogical theory and practice of training process of professional educational establishments. Now it is replacement of educational paradigm and pedagogical mentality; new maintenance and approaches are offered. At these terms there is a requirement in mastering and development of educational technologies that would give an opportunity to professional educational establishments to find the optimal ways of preparation of competitive workers and forming their professional competence.

Taking into account the important economic value of tourism, its swift and global world increase, and also aspiration of Ukraine to integrate in world tourism society, modernization of composition of professional tourism education is expedient.

Experience of Israel, Serbia and Georgia shows opportunity to develop tourist industry in the conditions of unstable political and economic situation in a country. A present crisis can not create brakes, but vice versa, to stimulate development of tourism in Ukraine, for example, internal and outbound. Besides, the study of tourist subjects assists the inoculation of love to the paternal home, to the "small motherland", to form of patriotism to the native country. For this reason workers' education for tourism sphere remains actual problem today.

First pedagogical expediency of tourism and study of a particular region in national pedagogic was grounded by K. Ushinsky [3]. At the years V. Sukhomlinsky in his scientific works exposed the educator functions of tourism-regional work and approved his own theoretical conclusions in practical work with young people [3].

The second half of XX century, undoubtedly, will come into tourist history as a period of substantial transfor-

mations of tourist education in the field of studies. We must examine conforming of tourism education according to the nowadays requirements, from the point of view of role and place of professional education of workers for the tourism sphere, and also from the point of technologization of professional tourism education for competitive workers.

Analysis of researches and publications. A technological process always envisages the certain sequence of operations with using the facilities. Etymology of word "technology" means "knowledge of material treatment" (techne – is an art, handicraft, science, logos – is a concept, studies). The dictionary of Ukrainian languages explains: technology – is combination of knowledge, information about the sequence of separate productive operations in the process of production for some reasons [6, p. 106]. Till recently maintenance of this word linked only with a technique and production, that was quite wrong.

Concepts "pedagogical technologies" are investigated from 20th years of last century. In the works of O. Ukh-tomsky, S. Shatskii, V. Bekhterev [8, 9] we meet different interpretations of this concept: a) as combination of methods and facilities, which are sent to clear and effective organization of education process; b) as ability to operate an educational and laboratory equipments, using visual guides.

J. Comenius has studied education technologies too. He distinguished ability of correctly determination of an aim, to choose the facilities of its achievement, to form the rules of using these facilities [1]. The elements of technological approach can be found in works of most famous foreign and Ukrainian teachers, such as A. Diesterweg, J. Pestalozzi, L. Tolstoy, A. Makarenko, V. Sukhomlinsky and other [1, 3].

In 30th of XX century, when the first programs of audiovisual studies appeared in schools of the USA, the technology concept was begun to use in education. The USA first use a term "educational technology" in the context of organization of studies and education. At the same time the term "pedagogical technique" is used in the "Pedagogical encyclopedia" in 30th years of XX century. The pedagogical technique is combination of methods, which make lessons clear and effective. There was A. Makarenko near the sources of technological formation for pedagogical process [3].

The analysis of pedagogical science sources shows the direct connection of pedagogical technology with approaches of the systems to education and studies, embraces all aspects, elements of the pedagogical system – from formulation of aims to planning of all didactics process and verification of its efficiency. It should be noted that the realizable analysis of publications shows that there are not

enough sources and scientific works about problem of choosing the right pedagogical technologies for professional education in national pedagogical science, especially for education of future competitive workers of tourism sphere.

Aim of the article. Among traditional and innovative pedagogical technologies to educe the list of most effective for the process of professional education of workers of tourism sphere in the conditions of professional studies, that will provide a competitiveness and quality of professional education and studies of future specialists; to analyze their expediency for the professional studies of tourism sphere's workers and to give recommendations of the most effective pedagogical technologies.

Basic materials. With swift development of tourism a labor-market of the world and of Ukraine lifts requirements to the specialists of this sphere. Today's time requires workers that not simply have the special education, but workers which are competent, competitive, able to accept professional decisions, able to work out typical and untypical problems, providing high quality of service and satisfaction of consumers' necessities.

There are traditional and innovative technologies of studies in the professional educational establishments.

Traditional technologies are characterized by teacher's determination of all aspects of studies, management information, by possible creative approach, which are already ready and offered to the pupil, who is the person of acceptance, mastering and recreation of information that is given by a teacher.

Innovative technologies differ from traditional, foremost, by a place and role of basic participants of educational process – teacher and pupil, their mutual relations, character of activity.

Innovative technologies give an opportunity to the pupil to become the active participant of educational process, with creative approach, with the individual forms of control, give an opportunity of the creative using of his knowledge, practical abilities and skills in professional activity. There is democratization of studies between a teacher and pupil. Such technologies envisage not only the receiving of knowledge, but creative attitude to them, that forms a culture and converts knowledge into part of the personal existence of a man.

In the list of the newest technologies there are: technology of module and module-rating studies, a problem, developing, computer, imitation, remote, dialogue, intensive and others technologies [7]. It should be noted that no one technology is universal, their combination is necessary.

Using different technologies in educational process is a necessity and will assist to development of work, productive thinking and cognitive activity of future workers of tourism sphere. It is important to train pupils to work creatively, independently with information materials, master the system of knowledge, analyze and form the self relation and vision of any problem, give the estimation of any professional events. It is necessary to teach future workers to use knowledge and ability in practice, to find the ways of perfection and their transformation in the real conditions of market economy. They must be able to present themselves, as the business professionals and to be able to compete at the tourism market.

Practical experience testifies that for the achievement of necessary results in educational process of future

workers of tourism sphere it is necessary and especially effective to use technology of "portfolio", technology of projects, playing technologies, technologies of cases, technologies of small groups.

Technology of "portfolio" is at the same time the form, process of organization and technology of work with the products of cognitive activity of the pupils, intended for demonstration, analysis and estimation, for development of reflection, for realization by them own special position [5]. Technology of "portfolio" forms skills for problems decisions; it aims a pupil for demonstration of the success that is why it is a powerful explaining factor for the increase of the personal competitiveness at the labor market.

Sociability, creativity, integrative skills are formed due to technology of projects. Projects can be research, searching, creative, role-play [5]. A method of projects is a model of organization of educational process, when pupils form skills of implementation of practical tasks – projects. This method allows individualizing an educational process and doing it more intensive.

Playing technologies of studies add to the professional education process not only traditional relations "teacher – pupil", "pupil – pupil" but also innovative cooperation of conditional participants of conditional activity. Describing this technology we use terms: business game, management game and simulation game [5]. Using such technology there is approaching of situation of educational process to the real conditions: theoretical knowledge find the practical application, cognitive activity transfers to professional one that provides pupil's activity, pupil's first professional self-organization and self-regulation of actions. The main value of business game as technology is that it contributes practical orientation of vocational training.

In 2010th a term "gamification" entered swiftly to the using. The term deals with using game mechanics in non-game areas [4]. Sometimes the pupils perceive an educational process as boring, not emotional, hard enough. Incomprehension of educational aims, losing the interest in studies can cause disappointment in education in general. Playing technologies with the game using, like the type of educational activity, help to motivate the pupils.

Gamification is practical technology for forming of certain skills or behavior; for greater visualization and underlining of such actions and skills that are difficult to show by means of traditional methodologies; for taking participants create like competition between them; that participants could watch the progress [4].

Studies become a game, but the game, that has the pedagogical forms, methods and defined aim. During future specialists of tourism sphere education we suggest to use such virtual and on-line games that have a few levels and stimulate the pupils to move from one level to other. For example, virtual computer games that teach to complete a tourist package (with different constituents), virtual game-dialogue with a client and discussion of future tour (the levels of game can be wishes of virtual client), to study to describe facilities with on-line 3D excursions (with different apartments and services).

Analyzing the technologies that help to imitate the real professional activity and even certain situation we note the technology of cases (of certain situations). This technology has appeared at the beginning of XX century at Business School of the Harvard University (USA). First collection of

cases technologies has been released in a 1921 (The Case Method of the Harvard Business School). Since Harvard Business School is the leader and main propagandist of this technology. To the middle of past century the technology of cases has acquired a defined technological algorithm, has begun to be actively used not only at American business education but also at Western European one. The basic principle of this technology is principle of imitation of the real vital and professional processes [7]. The real attributes of professional activity are actively used. Task of a pupil - to become familiar with a situation, set a problem, find its reasons and find the ways of their decision. Obviously, that the using of such technology requires large preparatory work from a teacher, and from a pupil – high level of theoretical knowledge, but efficiency of this technology is very high, as it allows to develop the ability of exposure of problem situation, to analyze it, synthesize information and others like that. Due to the technology of cases pupils get purposeful and systematic development of the professional qualities.

Also the technology of small groups has certain advantages for vocational training of tourism sphere's workers. The essence of work in small groups is that the command members get one, common task that they decide together, in collaboration.

Work in small groups gives an opportunity to all pupils (including passive) to demonstrate themselves in work, to practice skills of collaboration, interpersonal communication (in particular, ability to listen actively, to produce general ideas and decide nascent divergences). Work in a small group prepares pupils for future work in a collective.

Obviously, that each educational technology has the its own advantages for vocational training of competitive workers of tourism sphere, but it is necessary to mark that an effective result can be attained only by combination of necessary technologies, methods and forms of professional studies.

Practical experience gives an opportunity to approve that the special place in professional training of competitive workers of tourism sphere is occupied by practical employments that integrate all necessary technologies. Expedient is realization of practical knowledge in the conditions of special tourism laboratories, educational travel agencies and real tourist surroundings – in current travel agencies, tourism transport organizations, tourism advertisement companies, taking part in the specialized exhibition events.

Technology of such lessons can be noted as problem-oriented. It gives pupil very wide opportunities of using and receiving knowledge in economy, organizational, technical and commercial information at the same time. It gives an opportunity to form ability of orientation in the difficult conditions of tourism market, make independent decisions, make analytical thinking, set and develop business contacts, use possibilities of modern information technologies and other. A process of studies on such conditions is very movable. Professional abilities and skills are checked through different methods of knowledge control during these lessons.

During practical lessons it is recommended to pay attention to a new and interesting pedagogical technology – suggestive technology. It creates the atmosphere of, so

called, relax studies, defeats overstrain, cramming and brings motivation and cognitive interest of pupils. "Immersion" comes true in educational process, study of material become concentrated [2]. Suggestive technology is based on expansion of the hidden possibilities of any pupil that allows deepening and doing more effective an educational process. A dialogue between a teacher and pupils becomes easy, not compulsory, but interesting and informing. Practical experience shows that suggestive technology gives an opportunity to every pupil to memorize more information, than during traditional studies. But it is necessary to note that, in case this knowledge do not realized, they disappear quickly. One of basic modern ideas of pedagogical technologies finds the reflection in this technology – it is connection psychology with educational process.

The main task of any pedagogical technology – is transforming theoretical knowledge to the practical achievements, to the pupil's first successes in education and in professional activity. Even in the framework of educational process it is necessary to create, so called, situations of success.

As marks O. Pekhota, a situation of success is the subjective psychological condition of pleasure that is the consequence of physical or moral tension of creator. It is arrived when a pupil determines his result as success. Progress is interpreted as success too, but it is external one, because progress is evaluated by others. A pupil understand the situation of success as achievement and its value for him after overcoming of psychological barriers of fear to be unique, his gaps in knowledge and others [2]. Favorable psychological and pedagogical conditions of self-development and self-realization of the pupil's personality are created during educational process.

From the very beginning the future worker of tourism sphere must be adjusted on ending result, on successful activity, on satisfaction consumer's needs in the market of tourism services. Such technology of creation of successful situation creates conditions for development of personality, gives an opportunity to every pupil to feel gladness of success achievement, realize the capabilities, believe in own power.

Conclusion. So, pedagogical technologies` peculiarities specially for vocational training must include pedagogical process which is built on the basis of professional education and which can guarantee the achievement of the aims, can concentrate a pupil on making creative and non-standard decisions of any professional problems, any tasks of professional character, and also must induce to overcoming of the personal psychological barriers for self-development and achievement of success with professional activity.

The main task of professional educational establishments of tourism industry is preparation of competitive workers that own professional skills and ability to work initiatively and creatively. Uniting a theory and practice such professional establishments must prepare competitive workers that will be able to react adequately on a situation at the labor market. Future workers must not only satisfy the requirements of present time, but also definitely have influence on creation of new workplaces, to provide for and get ahead events of tourism market.

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Кантур Е.В. Технологизация профессиональной подготовки конкурентоспособных работников сферы туризма

Аннотация. В статье идет речь о проблемах определения и выбора оптимальных педагогических технологий для профессиональной подготовки конкурентоспособных работников сферы туризма. Анализируя традиционные и инновационные педагогические технологии, определен перечень наиболее действенных технологий подготовки работников сферы туризма в условиях профессионального обучения.

Ключевые слова: профессиональное обучение, сфера туризма, образовательные технологии, конкурентоспособный работник, профессиональное образование