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COMPETENCE-BASED EDUCATION FOR FUTURE TOURISM PROFESSIONALS

The article reveals the methodological framework of the competence-based approach in education and training of future tourism professionals. The study is based on literature survey, analysis and synthesis of the information obtained using the method of pedagogical design patterns. A universal structure of professional competence of future professionals in the tourism industry has been suggested, which consists of the following components: value-motivational, cognitive, praxiological, psychological and subjective. The evaluation of these components allows to define the integrated level of competence formation among future professionals in the tourism sector.

Keywords: *competence-based approach, requirements, tourism education, future professionals.*

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КОМПЕТЕНТНІСНИЙ ПІДХІД У ТУРИСТИЧНІЙ ОСВІТІ МАЙБУТНІХ ФАХІВЦІВ

У статті розкрито методологічні вимоги компетентнісного підходу в підготовці майбутніх фахівців туристичної галузі. Дослідження проводилося на основі вивчення літературних джерел, аналізу і синтезу отриманої інформації з використанням методу педагогічного проектування. Визначено універсальну структуру професійної компетентності майбутніх фахівців туристичної індустрії, що складається з таких компонентів: ціннісно-мотиваційного; когнітивного; праксеологічного; індивідуально-психологічного; суб'єктного. Оцінка цих компонентів дозволить визначити комплексний рівень сформованості компетентності майбутнього фахівця туристичного бізнесу.

Ключові слова: *компетентнісний підхід, вимоги, туристична освіта, майбутні фахівці.*

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КОМПЕТЕНТНОСТНЫЙ ПОДХОД В ТУРИСТИЧЕСКОМ ОБРАЗОВАНИИ БУДУЩИХ СПЕЦИАЛИСТОВ

В статье раскрыты методологические требования компетентностного подхода в подготовке будущих специалистов туристической сферы. Исследование проводилось на основе изучения литературных источников, анализа и синтеза полученной информации с использованием метода педагогического проектирования. Определена универсальная структура профессиональной компетентности будущих специалистов туристической индустрии, состоящая из следующих компонентов: ценностно-мотивационного; когнитивного; праксеологического; индивидуально-психологического; субъектного. Оценка этих компонентов позволит определить комплексный уровень сформированности компетентности будущего специалиста туристического бизнеса.

Ключевые слова: *компетентностный подход, требования, туристическое образование, будущие специалисты.*

Introduction. The modernisation of higher education launched in Ukraine on the basis of a competitive approach, has changed the whole system of higher pedagogical education

dramatically, posing the demands to the formation of a new paradigm and the level of a student's thinking.

Future professionals should be able not only to find, estimate and analyze the necessary information, but also creatively use it in practical, quickly evolving professional work [15].

The key outcomes of education institutions activity are directed to developing the following basic competences: intellectual, methodological, civil, communicational, informational and pedagogical [1, 2, 14].

It demands from a modern pedagogical science accumulation of theoretical knowledge concerning the formation of a competent person, generalisation of available practice of the educational process arrangement yielding expected results, the opportunity for their adjustment to new social realities, harmonization with the international standards, development of a methodological toolkit of building up socially competent behaviour of students at different educational stages [3, 5, 12, 13].

Recent research and publications analysis. There is a number of psychological and pedagogical studies focusing on application of the competitive approach in education: the main directions of the competitive approach implementation have been explored by V. Bolotov, E. Zeer, V. Lugovoj, N. Nikandrov, N. Nichkalo, V. Serikov, J. Tatur etc.); competence-based perspectives are shared by such scholars as I. Zimnjaja, G. Selevko, A. Hutorsky, T. Shamova, V. Jagupov etc.; attempts to substantiate the «professional competence» concept were made by V. Bezduhov, M. Voloshin, V. Lugovoj, A. Markova, S. Mishina, P. Tretjakov, S. Shishov and others; modelling of foundations of competences with regard to the subjects of a pedagogical process have been developed by V. Bolotov, A. Dahin, V. Serikov, V. Jagupov, O. Yarygin and others. The analysis of these researches and other publications has shown that professional competence of a professional covers a set of mental processes, properties, conditions and terms, motives, abilities, knowledge, experience, professionally important, subjective and personal qualities and is an integrated indicator of his or her professional readiness.

Following the Decision of the Cabinet of Ministers of Ukraine «On the support of the State program of tourism development for 2002-2010» the principles of training specialists for the tourism industry were determined [signed by the Cabinet of Ministers of Ukraine on 29.04.2002, №583].

Research goal, problem statement, methods and the research arrangement.

The research goal is to define methodological framework for a competitive approach in education and training of future tourism industry professionals.

Within the research problem set the authors attempts to provide the following insights:

1. To specify methodological requirements of the competitive-based approach to tourism education of future professionals.
2. To prove pedagogical support of the tourism education of future professionals and evaluate its outcomes.

Methods and the research arrangement. The study is based on literature survey, analysis and synthesis of the information obtained using the method of pedagogical design patterns.

Key research findings.

In the modern psychological and pedagogical literature the basic directions of implementing a competitive-based approach in education are actively discussed, the concept of a "competence" in particular is proved, a range of different interpretations and definitions of competence are offered, identifying key, professional and special competences, their types and components [4, 6, 7].

For targeted application of the competitive approach in the professional tourism education it is necessary to develop a methodological framework, specifying its various intersubject, integrated, dynamic, multipurpose and subject character, along with presenting key

ideas, rules and principles. They can be unified with reference to the future professionals and grouped by semantic meaning, i.e. the task is to formulate a set of methodological requirements of the competitive approach in the professional tourism education and training.

Motivational requirements to future professionals within the system of professional tourism education are focused on the one hand on actualisation of their motivational sphere in the course of professional pedagogical training, and on the other – are aimed at gingering up internal mechanisms of students whilst mastering the professional tourism competences and secrets of the pedagogical skills. A key rule in the realisation of this requirement is gradual introduction of graduates into the trade world, enhancing their motivation, creating values of the professional activity in the field of tourism. Formation of professional etiquette by tourism graduates is the result of its realisation.

Subject-oriented requirements within the professional tourism education. An overall objective of the professional tourism training is the formation of the subject of professional work [16, 19]. For this purpose it is necessary to adhere to a rule of reflexivity which provides orientation of educational process participants - the tutor and students - on an operational and objective estimation of a course and outcomes of the formation of basic components which makes a professional tourism competence, revealing the gaps and problems in the professional tourism training and their subsequent elimination, on the development of mechanisms of a subject's adaptation in the educational and professional environments.

Practice-oriented requirements to the professional tourism education of graduates. Practice-oriented requirements are realised first of all through the ability to solve a range of various business focused tasks by the future professionals. The most effective are such business-related tasks which promote mastering of various tourist models based on the principles of pedagogic, thus developing information searching activity, forming practical thinking and professionally important qualities needed in future career.

Universality and specificity of professional tourism training should represent its didactic adapted expertise in solving a wide range of global, information, moral, social as well as professional problems in the future professional activity in tourism industry. J. Raven in the competence maintenance includes the specific ability of the person necessary for effective performance of discrete activity in a certain subject field. This ability covers highly specialised knowledge, special type of subject skills, ways of thinking, and also understanding of responsibility for the actions [8].

The maintenance of the professional tourism education should be guided by the model of professional training in which a graduate is provided the basic components of professional competence, and also the requirements of competitive approach to the professional tourism education.

Requirements of organizational-pedagogical maintenance of professional tourism education realisation. One from the major forms within the paradigm of professional tourism training is students' independent activity, the important role of which is not completely realised by many specialists. Creative independent work in the framework of methodical maintenance and support can serve as a good platform in the formation of the professional tourism competence of the future professionals. For this purpose it is necessary to aspire to:

- 1) setting precise goals of students' activities in each kind of creative independent work;
- 2) working out a professionally-focused approach to the system of the tasks modelling of creative activity of students and facilitating the formation of the professional tourism competence;
- 3) integration of tasks in the education system with consideration of educational and professional maintenance;

4) formation of the basic requirements to the system of the tasks related to the developing functions and promoting students to overcome difficulties while mastering professional tourism-related abilities to be used in their career;

5) application of accurate system of pedagogical monitoring and performance assessment, including students' stimulation.

Standardization of tourism training of the future specialists. This requirement is realised by means of the state educational standard. [11, 18]. The professional tourism competence is defined by us, as well as at the majority of researchers, as integrative formation (as the psychological term) of professionals, including their professional knowledge, skills, abilities, professionally important qualities and the positive relation to the future pedagogical activity [5, 10]. Accordingly, this structure provides the formation of both professional, and special competence which are characterised by such displays as motivation, sociality, culture consistence, objectiveness, interdependence, systemic character, orientation to practice, situation dynamism and subjectivity.

Possibility of objective diagnostics of the results related to the tourism competence of future professionals. For this purpose we suggest a framework guided by a universal structure of the professional tourism competence of the future specialists and diagnostics of the level of each component formation. Accordingly we offer such criteria: motivational; cognitive; praxeological; individual psychological (professionally important qualities); subjective. This minimum number of criteria can be specified, supplemented and improved (for example, communicative, emotional or strong will criteria). On the basis of the identification of their discrete level it is possible to assess the level of the professional tourism competence formation. For example, it is possible to identify such five levels.

Low level: future professionals do not use knowledge on tourism and disciplines of regional studies, are not able to use the professional tourism-related knowledge in the dangerous situations.

Below average: future specialists have the superficial knowledge, insufficient level of possession of the professional tourism-related skills, manage some elements of tourism work, are not able to build logic structure of activity independently.

The average level: future specialists can independently model the system of professional tourism and special knowledge at sufficient level of skills, however do not manage the actions necessary for students' tourism work.

Above average: future specialists manage the system of general professional and tourism knowledge, skills of students tourism work, possess creative practical thinking; apply the system approach to solving various situations in tourism.

High level: future specialists have the entire set of general professional and tourism-related knowledge, good skills for tourism activity, creatively solve professional problems in the field of tourism.

Conclusions.

The universal structure of tourism competence of the future professionals consists of the following components: *motivational* (semantic, motivational and personal attitude of the future specialist to the professional-pedagogical activity); *cognitive* (the professional theoretical and practical knowledge yielding representation what it is necessary to do and how to do); *praxiologocal* (the ability to practical realisation and actualisation of this knowledge, skills, abilities, the personal and professional potentials in pedagogically significant result); *individual psychological* (formation of individual social and psychological qualities); *subjective* (self-determination, self-control, self-reflexion, self-check and professional work of self-assessment). The evaluation of these components allows to define the integrated level of forming the tourism competence of a future professional.

Prospects for further research in this direction will be realised through the practical implementation of requirements of the competitive approach in the professional tourism activity for future specialists.

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