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## TRAINING OF SERVICE SECTOR SPECIALISTS: DOMESTIC AND FOREIGN EXPERIENCE

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### **Abstract**

*The article is devoted to the ways of improvement the formation of service sector specialists' vocational abilities. In order to realize them, the corresponding pedagogical conditions are defined. With the purpose of ways capacity assessment it is allocated the level of service sector specialists' professional abilities. The main characteristics of professional abilities are defined. The application of the experience on the organization of future service sector specialists' vocational training in foreign countries, those have already developed the service sector market, has been analyzed.*

**Key words:** *the market of services, service sector, service sector specialists, professional competences, professional abilities, the qualified requirements.*

**Statement of the problem of the context of modern pedagogical thought and its connection with important scientific and practical tasks.** The service sector takes an important place in the development of national economy and in the satisfaction of various nation needs. According to it, all set of the service sector enterprises can be subdivided into the enterprises of productive and non-productive character. A service sector traditionally includes: the organizations of education and health care, a trade and public catering, the establishments of nation public service, housing-and-municipal organizations, transport and communication, tourist enterprises and so forth. It is important to note that services can have material and non-material character. Besides this, services cannot be developed ahead and stored in a warehouse until consumption that provides the enterprises placements directly in the places of consumers' living, work or rest.

All types of business within this sector have accurately expressed a labour-dominant character. According to it, in the greatest component of the services sector enterprises capacity is its social and labour component on the of quality and efficiency of which the long-term success depends.

**Analysis of recent research and publications.** The analysis of references showed that a problem of professional competences' formation in various services sector experts was investigated in the scientific works of N.V. Parkina, Z.I. Pavitska, O.N. Ridanova, etc. However the questions of forming the future service sector specialists' professional abilities are considered insufficiently fully, also at the same time the new requirements are imposed to them. The investigations conducted in the field of service sector specialists' training allow defining a number of contradictions, in particular between: the society requirements to production personnel's professional competence and the graduates' level of knowledge, skills after educational institutions; the modern market need in specialists having the social and psychological qualities necessary, those are necessary for effective vocational activity.

**The purpose of the article** is to theoretically ground the features of service sector specialists' training, to define the requirements of society to production personnel's professional competence and the needs of the modern market in experts having the qualities necessary for effective professional activity in services industry.

**Presenting main material.** The development of the services market in Ukraine demands the presence of highly qualified specialists in service sector to whom there are new demands in modern conditions. To become the highly qualified services sector specialist, a student has not only to have knowledge and skills acquired in the course of training but also to apply them correctly, using a creative approach in the professional activity.

The service sector specialists' professional abilities are a set of the conscious, purposeful, acquired intellectual and practical actions on the basis of productive using the knowledge about service sector specialists' professional activity, communication functions and structure, the basic communication technics, those are providing the realization of the following kinds of activity: the service organization, the informational technologies in education, science and production, new informational technologies in education and natural and mathematical sciences, a marketing activity, the control of production and services quality, the performance of work by productive professions and positions at hospitality establishments.

Consequently, a stuffing in the service sector is the sphere of exchange, the totality of sales processes that carry out balancing role at the expense of prices, on the one hand, and it provides a connection between production and consumption, the continuity of the reproduction process, its integrity, on the other. Constructing a modern market means: putting into action the economic interests of people, production stimulating, economic growth accelerating, bringing the country to the level of modern achievements of scientific, technical and cultural development.

The market of services in Ukraine almost did not suffer from the economic crisis which began in 2014; unlike other branches it continued its development [1, p. 3–14].

The development of the services market influences the emergence of highly competitive spheres. It is possible to distinguish the key factors of successful start for business, among which we can name: the offer uniqueness, the high quality of service and the price which reflects market realities. It is possible to call some perspective categories of services sector in Ukraine, they are:

- cleaning services (complex and partial cleaning of housing, office rooms) – 36,7% of total of orders;
- logistic and warehouse (transportation, storage) – 21,13%;
- the house master (sanitary and electrotechnical works, small repair) – 14,98%; construction works (specialized or complex services) – 7,36%;
- express services (pedestrian transport delivery of parcels, purchases, correspondence, gifts) – 3,79%.

The leading positions in the market of services are defined also by features of consumers: in recent years the majority of orders is left by the inhabitants solving routine problems. The sphere of corporate orders of services was reduced therefore the relevance of the household directions, delivery and repair increased.

The problem of efficiency of future service sector specialists' vocational training is caused by a need of overcoming difficulties which arise between requirements of society to future service sector specialists' vocational training and their qualification according to educational and qualification level; by a content of the professional focused disciplines and pedagogical technologies of this content realization; by an orientation on new models of teaching and educational process.

The awareness of the importance of staffing as the priority factor of services sector development at all levels of management, is carried out only at the present stage as a result of aggravation of the contradictions between requirements of this sphere dynamic development in the conditions of financial and economic crisis and the tendencies of education market as a result of their discrepancy on quantitative and quality indicators. The education system, owing to many reasons, does not train the specialists capable to

solve new problems of services sector development at a modern technological level.

It worth to note that the future service sector specialists' professional and practical training has a number of specific features [1, p. 3–14]:

- the purpose of practical training is the formation of students' basic professional skills;
- a basis for their professional and practical training is the production activity of students and the solution of teaching and educational tasks;
- the content of professional and practical training provides forming students' skills, those are specific for a services sector profession;
- the process of professional and practical training is grounded on a close interrelation of the theory and practice, during which the skills are formed on the basis of knowledge which is improved in the course of their application, go deep and extend;
- for the normal course of process of professional and practical training a special role is played by study tools and objects of students' industrial practice activity.

We consider that one of the stages of future service sector specialists' practice is in-service training at the enterprises of a services sector. The main goal for students is their acquiring the theoretical and practical bases of services sector enterprise functioning, the perception of the services sector enterprise as an integral part of a Ukrainian services sector, which gains the increasing value in economic life of the country. The practical use of the acquired theoretical knowledge will help students to master the professional competences on a service sector.

The main objectives of in-service training at services sector enterprises are the formation and the improvement of future service sector specialists' professional competences towards the organization of practical actions in this sphere; the development of communicative abilities; the professional skill mastering.

The pedagogical value of in-service training consists in its huge influence on the development of personality's creative abilities, its professional development, its individual opportunities, the experience formation, the mobility in implementation of different types of future service sector specialists' professional activity.

Proceeding from the modern qualification requirements to future service sector specialists, a student has to get such professional competences as a result of in-service training:

- the ability to understand and apply the methodology of the system-structural and object-oriented analysis of difficult objects and systems;
- the ability to use the methods and technologies for the designing and using the bases and storages of data;
- to apply the modern methodologies of designing and using informational computer systems and technologies of analytical and administrative character, focused on decision formation and making, the tools of creation and maintenance of such systems;
- the ability to generate software and technologies for IT projects management;
- the ability to understand and apply the methodology of the scientific research management and development of projects and programs according to the approved methodical program and established rendering time;
- the ability to apply modern technologies in the area for the purpose of ensuring the functional orientation and safety of production (the methods of IT projects implementation by means of CASE technologies, the assessment of stages and the end results of the IT project operations and the implementation of IT project parameters adjustment);
- the latest developments knowledge on the principles of construction and features of modern computing systems functioning, informational and computer networks;
- to master the bases of production projecting in services sector;

- to know the standard and legal documents and methodology of forming the project documentation on IT projects;
- to apply new approaches to elaboration of decision-making strategy in difficult unpredictable conditions.

It is necessary to develop such training programs for high-quality service sector specialists' training which were based on classical training and requirements of the certificate of the international professional associations. Moreover it is required the standardization of programs at all universities which train service sector specialists, because it will help to level the quality of their training in various higher education institutions of the countries [2, p. 20–27].

An important role in the Ukrainian national system of service sector specialists' training is played by dual training. First of all, practice orientated subjects and the strengthened foreign language studying should be put at the heart of training, and only then the general disciplines. The programs of today's specialists training do not give those skills which are necessary in a workplace. The programs of training need to be developed closer to sector's practical requirements in the cooperation with business, the customer of experts, including the international requirements for service sector specialists.

The program of service sector specialists training should also include a preparation course and diploma works, practical training and probation.

The main types of students' practice are supposed by us to be introductory practice, educational practice and pregraduation one (or probation). The introductory practice aims at obtaining the primary knowledge of a profession, acquainting with the tasks of expert at services sector organizations and establishments. The educational practice is carried out on a specialization profile, and pregraduation practice is the stage of study finishing and carried out after student's mastering the theoretical and practical programs of training. The content of a practice is defined by its program and individual tasks for students which can be directed to fixing the theoretical knowledge and receiving the ideas of their practical application mechanisms, fixing

the skills of the practical tasks solution, acquainting with specifics of the activity of services sector establishments of various profiles.

The head of practice is supposed to lead it and appointed from the educational institution and the organization where a student passes it. Upon termination of practice, students hand over activity reports, the received marks are taken into account while summing up the general students' progress.

Different types of out-of-class activity should be also conducted except classes in higher educational institutions of services sector. It can be a participation in the work of scientific groups, student's scientific conferences; also students can become members of students' scientific societies and participate in work of international student's associations. Such work is not obligatory for students. As the out-of-class activity promotes a vocational formation of service sector specialists, it is supported at all levels of the organization of educational process.

In our opinion, there are such new progressive tendencies in educational forms, methods, techniques and technologies of training, which are important for improving and increasing the efficiency of service sector specialists' training, as:

- organizing an included study that is a study abroad: obtaining the courses (disciplines) by curricula of the American higher education institutions at foreign establishments of higher education, theoretical and practical (production) practice in the foreign (abroad) and general (with the foreign and Ukrainian funding) companies, firms, corporations, financial establishments, enterprises;

- organizing international theoretical and practical seminars for students, scientists, teachers and employees on the problems of business management, a leadership role in social and political life and economic activity of the world countries with the invitation of foreign experts;

- inviting experts from foreign countries for reading separate lectures, series of lectures and teaching courses (disciplines) from the curriculum in the English (German) language.



One of the qualities of spiritually educated and developed person, ready to professional activity, is the high level of speech culture. The modern service sector specialist has to master its native language perfectly.

The right choice of methods and techniques of training, among which the methods of interactive learning deserve a special attention, take an extremely important place in the development of students' professional communication culture at higher education service sector institutions. They find their implementation in various forms; one of them is a role-playing game, which, of course, contributes to the activation of students' thinking and speech activity, the formation of their ability to independently transmit thoughts and communication skills. The role-play method application in the practice of the educational process is substantiated scientifically [3, p. 45].

The implementation of a role-play method, based on solving one or another problem, in the process of studying provides a maximum activation of students' communicative learning. Playing roles gives students an opportunity to acquire professional communication skills. In the process of playing a student can express itself most fully, form certain types of social behavior and master the ability to predict professional communication situations, which is important in the communicative skills' formation and improvement. Role games are intended, first of all, to simulate a real situation and a vigorous thinking activity is foreseen in their conduct, because their ultimate goal is an active creative possession of the acquired knowledge and communication skills.

The topic of the class in which the role games are used should be interesting and controversial. The frequency of the role-playing games usage is determined by the content of a discipline, its professional orientation, the level of a particular group preparation. It is better to conduct role-playing games after students' production practice when they know the functional responsibilities and the range of tasks that should be solved by this or that employee, whose role is simulated in the class.

The attention should be also paid to the so-called «role cards». Each student gets a card during the class, one side is the same for everyone, and it contains information about the role situation, a problem that needs to be solved. The reverse side of the card contains information about the active person, indicating a possible line of conduct. For example, if students are offered to chat in accordance with the roles «waiter – visitor», then the additional information on the reverse side may be as follows: a regular visitor, a picky visitor, a self-confident, in a hurry, etc. Such an additional characteristic may direct communication in another direction.

Thus, it can be stated that the method of role-playing games is a learning in action, which raises its quality, motivating factor, because the game is of interest to students, especially in terms of unpredictability of its solution. It gives students a resistance: it suggests the speech models which one can express one or another opinion in a particular situation.

In our opinion, it is expedient to study and apply the foreign experience of future services sector specialists' training, minding the countries that have already had a developed services sector market.

There are several thousands of higher education service schools and specialized university faculties in the world that train professional services sector specialists. Only in Europe there are over 500 educational establishments that provide education in vocational education. In most countries, this education is funded by the state, but there are many private educational establishments, for example, in Italy and France [4, p. 23].

The abroad vocational services sector specialists' training is carried out at special courses and educational establishments. A personnel policy is decentralized and obeyed to education authorities (state, municipality, region), and therefore has its differences and specifics in each of them.

Higher educational establishments are accredited according to certain procedural and organizational criteria, which correspond to what is necessary for the effective implementation of the educational process. An accreditation is a definite status of an academic institution

or a program that meets the established criteria for the quality of education. Programs differ in their areas of work: from targeting general professional training to a variety of specific specializations. The purpose of an accreditation is to provide assured quality of programs and assistance in their improvement. Programs submitted for accreditation are laid down under experts' reviewing and strict evaluating them. For example, every five years, the US Accreditation Consultation reviews curricula for their compliance with the quality certificate. This Accreditation Consulate was established in 1974, and twice a year it evaluates accreditation programs, improves educational standards and procedures. For an example, there is a list of accredited programs of the US academic establishments, which train service sector personnel [5, p. 413–416].

The educational process in foreign countries is based on the dialectical unity of practical and theoretical courses. Practical classes may be different in duration: continuous (five days a week) or parallel (for several days at a time in practice and at an educational establishment). A practical training is given a significant part of the educational process. Teachers of educational establishments that assist students during their practice in organizations and service agencies are called tutors.

The greatest attention is paid to the practice of studying services sector students in the United Kingdom, and the teachers-tutors are appointed by the Central Council for Education and Training in Social Work, although in the early 80's of the XXth century the country did not have the concept of a «program of practice», and teacher educators were called «supervisors». Today, the Central Council is responsible for creating conditions for students to acquire academic and practical knowledge and facilitates cooperation between educational institutions and organizations where students will practice. The Central Council cares and prepares specialists in the field of service, which organize the practical activity of students [6, p. 89].

During a practice each student has a tutor (a practice teacher in the UK, a field educator in the USA). Therefore not only Great Britain students, but also teachers take their certification. It was in the early

90's of the XXth century when the National Organization for Practice Teaching was found for teaching youth, certification and accreditation of tutors and the implementation of specialized courses for enhancing professional competence. The tutor meets a lot of high requirements, because the scope of its activity presupposed the combination of three roles: a teacher, educator and psychotherapist, and its most important function is to help students become independent professionals.

At present, a lot of attention in the United States is paid to the services sector specialists' training, resulting in numerous reforms in educational programs that trigger active discussions. The main topics of discussions were: the need of accurate and clear formulating the goal of services sector specialists' training; the nomination of real and feasible requirements for a service sector worker; the orientation of the educational program to the unity of theoretical and practical training; the control over the activities of university graduates, practicing in the service sector. It is precisely the adoption of all these aspects and their reflection in the educational program that will create a solid basis for the training of efficient and skilled service sector workers.

The US bachelor's degree in service is assigned to specialists trained in general practice and is the initial level of professional training. This is one of the two levels that are accredited by the Education Council in the service sector. The bachelor's degree in service sector necessarily involves studying a block of liberal arts and a block of professional foundations. Both blocks prepare students for direct relationships with groups of consumers of different types. The block of professional foundations includes the following courses: a content of ethics and values in the field of service, a social and economic equivalence of the population, a human behavior, a social environment, social welfare and service policies, a social work practice [7, p. 79].

As the foreign countries' experience in the service sector shows, a special expert is needed in the services market. The main responsibilities of an abroad service specialist have clearly defined functions as:

1. The educational function, aimed at improving the qualification of a service worker. The specialist in this case transmits new knowledge, shares its experience, informs, clarifies, directs, helps to find the necessary solution, advises and offers new techniques and technologies in the corresponding field of services.

2. The supporting function includes a service sector employee's personal support in removing or alleviating a stress from work, searching for additional sources of support for the vital tone of a specialist.

3. The control function is partly of an administrative nature and is necessary at every stage of becoming a professional. It is a necessary condition for guaranteeing the quality of service in the relevant service area. Typically, the range of administrative responsibilities of a service sector worker is limited to the following activities:

- selecting and placing a personnel;
- work planning;
- selecting teams;
- dividing of responsibilities within the team;
- control and evaluation of a work quality;
- coordinating a work between teams;
- organizing a team's external communication;
- resolving conflicts between a service worker and a client;
- protecting service workers' professional interests.

All the functions provided by the fulfilled socio-professional role are realized in a complex system of professional relations, thus forming an active life position of a specialist in the service sector. Thus, during a role-based professional communication process, a service sector specialist can perform the role of a subordinate, a team colleague, a service provider. Depending on this, it evaluates its knowledge of communication partner's requests (leader, colleague, client), which involves analyzing the situation from the position of a partner, taking into account its opinion, basing on knowledge of the psychological characteristics of other people; chooses the best way to establish a contact that requires skills in verbal and non-verbal communication, orientation towards a constructive communicative

interaction and a positive impact; defines the personal line of communicative behavior in the course of interaction, which should be accompanied by an expression of politeness and respect for partners, creating a sense of psychological comfort for them.

**Conclusions of the study and prospects of further research in the investigated area.** Summarizing the above, we note that the professionally-adaptive component of the service sector specialists' communicative culture involves activating their abilities and developing skills to model the communicative process in a professional sphere, to forecast the partner's reactions, to distinguish a congruence of the interlocutor's verbal and nonverbal language, to recognize its emotional state, intentions and motives of behavior, to orient in non-standard communicative situations. All of this is the basis for implementing and improving the relationships with other people who will positively influence the process of adaptation to the new conditions of professional activity in the service sector.

The professional skills of service sector specialists have a complex structure and are formed in the study process and further professional activities. The high level of service sector specialists' professional skills will contribute to forming a highly skilled specialist in the labor market, while respecting all pedagogical conditions for the professional skills formation.

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**ПОДГОТОВКА СПЕЦИАЛИСТОВ**  
**СФЕРЫ ОБСЛУЖИВАНИЯ: ОТЕЧЕСТВЕННЫЙ**  
**И ЗАРУБЕЖНЫЙ ОПЫТ**

**Аннотация**

*Предложены пути совершенствования формирования профессиональных умений специалистов сферы обслуживания. Для реализации определены соответствующие педагогические условия. С целью оценки дееспособности путей выделено уровне профессиональных умений специалистов сферы обслуживания. Определены основные характеристики профессиональных умений. Исследовано применение опыта организации обучения будущих специалистов сферы обслуживания зарубежных стран, уже имеющих развит рынок услуг сферы обслуживания.*

**Ключевые слова:** *рынок услуг, сфера обслуживания, специалисты сферы обслуживания, профессиональные компетенции, профессиональные умения, квалифицированные требования.*

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ВІТЧИЗНЯНИЙ ТА ЗАРУБІЖНИЙ ДОСВІД**

**Анотація**

*Статтю присвячено сфері обслуговування та отримання професійних якостей її працівників у системі вищої освіти. Запропоновано шляхи вдосконалення формування професійних умінь фахівців сфери обслуговування. Для реалізації визначено відповідні педагогічні умови. З метою оцінки дієздатності шляхів виділено рівні професійних умінь фахівців сфери обслуговування. Визначені основні характеристики професійних умінь. Досліджено застосування досвіду організації навчання майбутніх фахівців сфери обслуговування зарубіжних країн, що вже мають розвинений ринок послуг сфери обслуговування. Охарактеризовано структуру підготовки професійних умінь фахівця сфери обслуговування у системі вищої освіти.*

*В результаті дослідження встановлено професійні якості фахівців сфери обслуговування повинні включати такі види умінь, як застосовувати сучасні методології розроблення та застосування інформаційних комп'ютерних систем і технологій аналітичного та управлінського характеру, орієнтованих на формування і прийняття рішень, інструментальні засоби створення і підтримки таких систем; володіти основами проектування виробництва у сфері обслуговування; застосовувати нові підходи для вироблення стратегії прийняття рішень у складних непередбачуваних умовах; здатність розуміти та застосовувати методологію системного структурного та об'єктно-орієнтованого аналізу складних об'єктів і систем у сфері обслуговування; здатність застосовувати сучасні технології в галузі з метою забезпечення функціональної спрямованості і безпеки виробництва (методи виконання IT-проектів засобами CASE-технологій, оцінювання етапів і кінцевих результатів виконання робіт IT-проекту та*

здійснення коригування параметрів ІТ-проекту); знати на рівні новітніх досягнень принципи побудови та особливості функціонування сучасних обчислювальних систем, інформаційних і комп'ютерних мереж; знати нормативно-правові документи і методологію формування проектної документації по ІТ проектах; застосовувати нові підходи для вироблення стратегії прийняття рішень у складних непередбачуваних умовах.

**Ключові слова:** ринок послуг, сфера обслуговування, фахівці сфери обслуговування, фахові компетенції, професійні уміння, кваліфіковані вимоги.