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MODERN TRENDS OF TOURISM PROFESSIONALS' PREPARING IN EU COUNTRIES

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Abstract

The article reveals the main trends in the training of tourism specialists in highly developed countries.

The development prospects of the Ukrainian tourism industry in the context of Euro-Atlantic integration are discussed.

The features of the organization and trends in the development of the modern education system in the tourism industry are analyzed and the importance of the influence of tourism on the economic and socio-cultural development of the country is justified. The main tourism development background is the formation of the effective training system for tourism professionals. In this regard, the primary target is the educational process of tourism professionals' training improving, their professional and business qualities formation becomes leading in the further tourism development program, educational establishment and pedagogical system.

A critical analysis of the European Union countries experience will allow optimize the process of professional training of tourism specialists in Ukraine. In this context, experience is of considerable interest, where the tourism industry and tourism education have long-standing traditions.

Key words: *international comparative pedagogical analysis, professional education in the field of tourism, system organization of profile education in the sphere of tourism, specialists in the sphere of tourism, competence.*

Statement of the problem of the context of modern pedagogical thought and its connection with important scientific

and practical tasks. In today's conditions of instability, the world economy is undergoing radical changes that are manifested in new forms of world economic relations, international trade, capital movements, transnational activities, and integration processes at the world level. Self-determination of Ukraine in the new system of international relations, its participation in the distribution of world income requires the search and development of types of economic activity that are potentially profitable and competitive in the market of goods and services.

Ukraine has a rich tourist and recreational potential that, in conditions of productive and moderate use, can become the basis for the formation of a competitive global market for the national tourist product, and the very experience of organizing tourism in the leading tourist countries will provide an opportunity to distinguish effective mechanisms for the implementation of such a strategic goal.

The researches relevance aimed at revealing the leading world trends in the field of tourist education is substantiated by the problems of the formation of a practical, effective and integrated in the world educational space of the Ukrainian system of training for tourism.

Analysis of recent research and publications. The tourism professional education has relatively recently entered the sphere of research interests on pedagogy, but certain problem areas have already emerged, in which obvious results have been achieved by O. Dmytruk, M. Halytska, L. Knodel, A. Konoh, V. Lozovetskaya, N. Nychkalo, I. Yu, I. Zyazyun. The leading positions and conclusions of the scientists concerning the solution of the problems of the theory of fundamental tourism science and professional training in the tourism industry in Ukraine were studied by V. Fedorchenko, N. Fomenko, N. Khmylarychuk, V. Pazenok, M. Skrypnyk, G. Tsekhmystrova and others.

It was in the scientific works of these scholars that the issues of the general principles of the tourism industry organization were discussed, geospatial features of the development of tourism and its components, etc. were covered. Having systematized thematic sources of information, it is worth noting that there is a lack of experience of

foreign knowledge about the world tourist systems functioning and, as a result, its weak implementation in the system of increasing the efficiency of the domestic tourist market functioning. Therefore, this study is relevant.

The purpose of the article is a synthesis of the leading world trends in education in the field of tourism, as well as the definition of recommendations for training specialists in the field of tourism in Ukraine.

Presenting main material. The article is based on the results of the study of ten national training models for tourism. The author analyzed the experience of vocational education in Austria, Australia, Great Britain, Germany, Canada, Norway, Russia, Finland, France and Switzerland.

The education development tendencies in the tourism field are understood as the result of comparative international research, stable system relations and characteristics of all the studied models of training for tourism. The identification of trends typical of the positive world experience in the training of profile personnel justifies the model proposed in the study of the structure and content of the training system for tourism.

The comparative analysis of tourism training models for Australia, Austria, Great Britain, Germany, Canada, Norway, Finland, France, Switzerland and Ukraine was conducted on the basis of comparison of the following data:

- 1) the degree of institutionalization of national education systems. The institutional framework of profile education systems in the field of tourism was explored;
- 2) the nature of the relationship between the subsystems of the national educational systems (content, functional, sectoral regulation, consumer);
- 3) functional characteristics of the consumer subsystem.

To identify the degree of institutionalization of national training systems for tourism, indicators such as sources of funding for educational activities in the field of tourism, licensing and accreditation procedures, recognition qualification techniques in the

field of activity, mechanisms of employment management in the profile sphere of activity, procedures for the development of educational standards in the field of tourism, the dynamic of involving social partners in the organization and technology of educational activities are studied [Nychkalo, 2008].

As sources of data, information sources on educational policy and administrative management of education systems were used (laws and regulations regulating educational activities, social partnership in educational activities, processes of forming the volume and content of training of profile personnel, processes of attestation of qualifications in the profile area ; professional standards and vocational qualification directories, pedagogical documentation; results of the study of the educational proposal in the profile area; materials of the expert interviews, statistics education and so on).

Researches have shown that in the nine foreign national models studied institutional frameworks for profile education in the field of tourism have been formed [Pazenok, 2004]:

- all models studied have a certain degree of independence from the state, allowing a mixed form of program financing, or financing educational programs only at the expense of their consumers;
- all models studied are characterized by the presence of mechanisms for independent recognition of qualifications in the profile sphere;
- all models have mechanisms for monitoring employment in the field of tourism; in a number of models, mechanisms for forecasting and designing employment are presented;
- development of the studied educational standards in the field of tourism is carried out with the direct (determining) participation of the industry;
- most models have different forms of participation of social partners;
- the models studied have all the institutional features: there are a set of rules and norms, traditions and stereotypes that regulate relationships in relatively large social groups combined for staffing of the tourist sector (T. Veblen, J.R. Comans).

The average indicator of the level of institutionalization of the studied national models of training for tourism is 83%. On the one hand, the definition of the average indicator is necessary in order to form a general idea of the levels of development of education systems in the sphere of tourism formed during the current period of time and the direction of development of other systems that have achieved relatively lower performance indicators. On the other hand, the average indicator allows: 1) to be guided by the notions of the general nature of the development of education systems in the field of tourism in relation to the «ideal state» (100% representation of the sign); 2) assess the overall systemic organization of a particular national model; 3) to compare national models of profile education among themselves.

In order to identify the nature of the relationship between the subsystems of tourism training, national models such as the education structure of the tourism field (the availability of various educational forms, continuity of educational levels), the educational context of the tourism field (compliance with educational professional standards, the level of the environment influence on the assessment of the educational quality, the nature of the educational context implementation, the nature of the regulation of the curricula context, the nature of the educational programs goal setting), the educational resources (entrance requirements for students, requirements to program implementation conditions, requirements for pedagogical workers, requirements for information and material resources, compliance with social order quality of tourism training) were studied [Fedorchenko, 2006].

The study of all national models revealed the existence of intra-system relationships that characterize the organizational and didactic environment of education in the field of tourism, in particular, it was found that:

1) the models studied allow us to take into account the needs of the labor market through the mechanisms of implementation of sectoral content in the content of education (the availability of a wide range of hereditary educational offer that allows students to develop

their competencies horizontally (without changing the qualification level) and vertically (with an increase in qualification level);

2) competent approach of models, which are the basis of educational programs in the field of tourism, correlate with professional models;

3) the external environment of educational institutions (employers, social partners) has the opportunity through a set of mechanisms to control the quality of educational activities;

4) in the educational institutions as a whole, the feedback process is organized, which allows to constantly monitor the process and results of educational activities with a view to their possible adjustment;

5) in the educational process, in general, the requirements of the social order for the training of personnel for tourism (in quantitative and qualitative terms, corresponding to the needs of specialists of certain professions and qualification categories) are reflected;

6) some models have shown the requirement for staffing and material provision of educational programs (for example, in German literature and the Austrian model), however, this property of systems, as well as the property characterizing the «entry requirements to the learners», are not generally typical, which relate to the tendentious characteristics of training systems for tourism [Fedorchenko, 2006].

An in-depth study of the consumer subsystem of the training system for tourism in nine countries showed that the actual effective models of training for tourism are characterized by the following characteristics:

- 1) mechanisms of individualization of education;
- 2) mechanisms of «feedback»;
- 3) the completeness of continuity of the educational proposal;
- 4) opportunities for comprehensive professional development of students;
- 5) wide opportunities for academic mobility;
- 6) educational focus on the development of key professional competences of students;

7) democratic style of management of educational institutions that influences the formation of an environment that ensures the freedom of intellectual self-realization of the individual, the development of critical thinking and creativity of students [Lukyanova, 2008].

The study of the structure and content of specific experience in the implementation of vocational education programs in the field of tourism in Australia, Austria, Great Britain, Germany, Canada, Norway, Finland, France and Switzerland showed that these countries have developed a stable functioning model of training for the tourism industry to date and characterized by:

1) the persistent competitive positions of Australia, Austria, Great Britain, Germany, Canada, Norway, Finland, France and Switzerland in the competitiveness ranking in line with the competitiveness index of countries in the field of tourism, in particular human resources development and personnel training; the availability of a clear and logical structure of qualifications in the professional field, ways and means of achieving them through the acquisition of professional education at various levels, the formation of an individual educational and professional trajectory, mechanisms of continuity of educational degrees, mechanisms of social and professional recognition of the qualifications obtained;

2) the global integrity of national models of training for tourism in the world of vocational and educational space through integration into national education systems: principles and mechanisms for ensuring international comparability of qualifications; mechanisms of providing entrance and exit freedom of academic mobility; mechanisms for ensuring the quality of national education in the field of tourism.

First of all, it is about compliance with the principles of international agreements in the field of education, standards and ethics of education in the field of tourism, developed by the international organizations of the specialized fields of activity and reflected in the documents: the World Tourism Council (UNWTO) in the field of education (TedQual UNWTO), UNESCO in the field of education, UNESCO International Institute for Educational Planning, UNESCO

Institute for Lifelong Learning, UNESCO International Center for Technical and Vocational Education, European Association for Quality Assurance, Higher Education (ENQA), the European Register of Quality Assurance in Higher Education (EQAR), the Council of Europe, the European Commission, the International Association of Universities (IAU), the Association for Academic Cooperation (ACA), the Organization for International Cooperation and Development (OECD), other international organizations [Antonenko, 2009];

2) the formation of scientific and methodological support of organizational and technological processes in tourism. System research in the field of tourism characterizes, on the one hand, the formation of scientific discourse in the field of tourism, available directions of scientific research in the field of tourism, scientific schools; on the other hand, determines the strategic direction of university research in the field of tourism.

Based on the generalization of results of the national tourism training models analysis, it is possible to state the presence of the following trends in the development of education systems in the field of tourism:

1. Strengthening the role of internationalization processes in core education in the field of tourism, which is primarily due to the global nature and high level of internationalization of tourism as an economic and social institution. The processes of internationalization are expressed in the enhancement of inter-academic interaction: at the levels of intensification of international scientific developments in the field of tourism (Tempus projects, etc.), as well as at the level of expansion of various forms of academic mobility (student and teaching staff); raising the role of international standards of education (International Standard of Education: Fields of Education and Training 2013 (ISCED-F 2013), CQAF – Common Quality Assurance Framework, European Framework of Guarantees of Qualifications in Vocational Education, Concept of «Lifelong Learning», etc.).) is reflected in various forms of additional vocational education, institutes of recognition of the quality of specialized education (TedQual is a certificate of quality of education in tourism from the World

Tourism Council UNWTO, the status of the United Nations «Tourist Educational Center of World Importance») [Antonenko, 2009].

2. The dominant character and functional diversity of the consumer subsystem, which determines the nature and content of intra-system links, mechanisms for ensuring openness, accessibility, individualization of the educational trajectory of students and their academic mobility.

Conclusions of the research and perspectives of further exploration in the studied direction. Research conclusions and perspectives. Thus, the main goal of tourism education is to improve its quality, taking into account the trends of world tourism development, the experience of leading specialized educational institutions and the needs of national enterprises. In addition, the obvious importance is the creation of unified requirements for specialists in the tourism sector, the so-called single standard, in the training of professional tourism personnel. It is equally essential to put into practice the principle of multi-level and continuous in-service and post-graduate education at various levels, including internships, in particular abroad.

The entry of Ukraine into the world tourism process requires appropriate staffing, since the level of service in tourism depends to a large extent on the level of training of employees. This is a specific feature of the industry, the complexity of service which involves not only a significant proportion of manual labor, but also a significant amount of interpersonal contacts. The communication component of the tourist service is provided by personnel at almost all stages of service and is a powerful factor in the activation of tourists. Dynamics of the industry (technological, marketing, information and other innovations) requires an appropriate dynamic training system capable of working at the level of world and European standards.

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СОВРЕМЕННЫЕ ТЕНДЕНЦИИ ПОДГОТОВКИ
СПЕЦИАЛИСТОВ СФЕРЫ ТУРИЗМА В СТРАНАХ ЕС

Аннотация

В статье раскрыты основные тенденции подготовки специалистов сферы туризма в высокоразвитых странах. Освещаются перспективы развития туристической отрасли Украины в условиях евроатлантической интеграции. Проанализированы особенности

организации и тенденции развития современной системы образования в туристической индустрии и обоснована важность влияния туризма на экономическое и социально-культурное развитие страны. Основными предпосылками развития туризма является формирование действенной системы подготовки специалистов туристического профиля. В связи с этим задача совершенствования организации учебного процесса в подготовке специалистов туристской деятельности, формирование их профессиональных и деловых качеств становится ведущим в программе дальнейшего развития сферы туризма и становлении туристической образовательно-педагогической системы.

Критический анализ опыта стран Европейского Союза позволит оптимизировать процесс профессиональной подготовки специалистов туризма в Украине. В этом контексте значительный интерес представляет опыт, где туристическая отрасль и туристическая образование имеют многолетние традиции

Ключевые слова: международный сравнительный педагогический анализ; профессиональное образование в сфере туризма; системная организация профильного образования в сфере туризма, специалисты сферы туризма, компетентность.

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СУЧАСНІ ТЕНДЕНЦІЇ ПІДГОТОВКИ ФАХІВЦІВ
СФЕРИ ТУРИЗМУ У КРАЇНАХ ЄС

Анотація

У статті розкрито основні тенденції підготовки фахівців сфери туризму у високо розвинутих країнах. Висвітлюються перспективи розвитку туристичної галузі України в умовах євроатлантичної інтеграції. Проаналізовано особливості організації та тенденції розвитку сучасної системи освіти в туристичній індустрії та

обґрунтовано важливість впливу туризму на економічний та соціально-культурний розвиток країни. Основними передумовами розвитку туризму є формування дієвої системи підготовки фахівців туристичного профілю. У зв'язку з цим завдання вдосконалення організації навчального процесу в підготовці фахівців туристської діяльності, формування їх професійних і ділових якостей стає провідним у програмі подальшого розвитку сфери туризму та становленні туристичної освітньо-педагогічної системи.

Підготовкою фахівців галузі туризму займаються більше 80 вищих навчальних закладів України та ще більше професійних закладів нижчого рівня акредитації. Це, безумовно, сприяє розвитку туристичної галузі, але низький ступінь співробітництва між закладами професійної туристичної освіти та підприємствами не дає можливості для становлення високоякісного не тільки теоретичного, а й практичного аспекту освіти. Недостатність практичних навичок гальмує розвиток туристичної сфери, оскільки підприємствам необхідно проводити навчання співробітників вже на робочому місці, втрачаючи не тільки час, а й кошти. У свою чергу, вищі навчальні заклади зацікавлені в тому, щоб їхні випускники були конкурентоспроможними на ринку праці, оскільки це є показником якості підготовки окремого закладу та вагомою підставою для майбутнього співробітництва між підприємством-роботодавцем та закладом освіти.

Вивчено зарубіжний досвід на матеріалі низки європейських країн, що дав змогу виявити прогресивні ідеї і особливості підготовки фахівців для сфери туризму. Обґрунтовано необхідність застосування зарубіжного досвіду підготовки фахівців у туристичній індустрії, що допоможе вітчизняній системі освіти увійти до міжнародної стандартизованої системи.

Критичний аналіз досвіду країн Європейського Союзу дасть змогу оптимізувати процес професійної підготовки фахівців туризму в Україні. У цьому контексті значний інтерес становить досвід, де туристична галузь і туристична освіта мають багатолітні традиції.

Ключові слова: міжнародний порівняльний педагогічний аналіз; професійна освіта в сфері туризму; системна організація профільної освіти в сфері туризму, фахівці сфери туризму, компетентність.