

PRACTICE-ORIENTED EDUCATION AS A COMPONENT OF PROFESSIONAL TRAINING OF TOURISM SPECIALISTS (EXAMPLE OF PROFESSIONAL DISCIPLINES)

Liudmyla Melko¹, Ganna Uvarova², Tatiana Sokol³, Olena Mikho⁴

¹Candidate of Pedagogical Sciences, Associate Professor, Head of Tourism Department, «KROK» University, Kyiv, Ukraine, e-mail: ludmilam@krok.edu.ua, ORCID: <https://orcid.org/0000-0002-5979-666X>

²Candidate of Pedagogical Science, Associate Professor, Associate Professor of Tourism Department, «KROK» University, Kyiv, Ukraine, e-mail: hannaus@krok.edu.ua, ORCID: <https://orcid.org/0000-0001-7867-6092>

³Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of Tourism Department, «KROK» University, Kyiv, Ukraine, e-mail: tgsspectour@gmail.com, ORCID: <https://orcid.org/0000-0001-6106-4911>

⁴Associate Professor of Tourism Department, «KROK» University, Kyiv, Ukraine, e-mail: mikhooi@krok.edu.ua, ORCID: <https://orcid.org/0000-0003-1547-5597>

Abstract. *The article is devoted to practice-oriented training as a component of professional training of tourism specialists. The purpose of the study is to substantiate the importance of practice-oriented training of future tourism specialists using the example of studying professional disciplines, developing a system of practice-oriented activities aimed at the formation of professional competencies in accordance with the standard for specialty 242 "Tourism". In the process of research, the authors used such scientific methods as the analysis and systematization of practical experience in the organization of the educational process, the competence approach, surveys, reflection of the students of higher education and the authors' own pedagogical experience. The research substantiates the importance of practice-oriented training of future tourism specialists, identifies its components, and improves the conceptual and terminological apparatus. The meaningful content of practice-oriented events is offered in accordance with professional competencies and professional educational disciplines. The essence and content of practice-oriented activities are revealed. Emphasis is placed on the problems of implementation of practice-oriented education in modern conditions and the possibilities of its implementation, taking into account offline and online education, are revealed. The conditions for the successful implementation of practice-oriented training are highlighted.*

Key words: *practice-oriented training, practice-oriented events, tourism, professional competences, professional educational disciplines, tourism specialists.*

JEL Classification: I0; I20, L83

Formulas: 0; **fig.:** 0; **tabl.:** 1; **bibl.:** 10

Introduction. Practice-oriented training is an indisputable demand of the time, an integral component of the modern system of training specialists in tourism. Today, its successful implementation is complicated by the fact that the global pandemic and military aggression on the territory of Ukraine have caused the transition to a forced form of distance learning, which has stretched over years.

Currently, the higher education system of Ukraine, like the entire civil society, is experiencing a crisis, which actualizes the search for effective ways of training future specialists in the existing conditions, using modern innovative technologies, improving the online education system. Regardless of the crisis phenomena, it is necessary to improve the training system in tourism education, taking into account its significant practice-oriented component.

Literature review. Publications of many scientists are devoted to issues of tourism education, including: D. Basyuk, L. Bezkorovaina, G. Vishnevskaya, L. Knodel,

S. Kozhushko, O. Lyubitseva, L. Melko, O. Miho, O. Motuzenko, N. Martynova, A. Parfinenko, L. Slatvinska, L. Solovei, T. Sokol, N. Stepanets, H. Uvarova, V. Fedorchenko, N. Fomenko, L. Chorna, H. Shchuka and many other researchers.

The problems of practical training of specialists in the tourism sphere, ways to solve them are revealed in the works of N. Wolfson-Gharshina [1], L. Poleva [2], L. Chorna [3], I. Shchogoleva [4] and other scientists.

Aims. The purpose of the study is to substantiate the importance of practice-oriented training of future tourism specialists using the example of studying professional disciplines, developing a system of practice-oriented activities aimed at the formation of professional competencies in accordance with the standard for specialty 242 "Tourism".

Methods. In the process of research, the authors used such scientific methods as the analysis and systematization of practical experience in the organization of the educational process, the competence approach, surveys, reflection of the students of higher education and the authors' own pedagogical experience.

Results. Practice-oriented training allows future specialists to be better prepared for professional activities in difficult political and socio-economic conditions, more competitive in the market of tourist services. The problem of practice-oriented training in the training of tourism specialists is key and has become a real challenge in modern realities.

In the Standard of Higher Education of Ukraine of the first bachelor's level of the field of knowledge 24 "The field of service in the specialty "Tourism" (Standard) among professional competencies (K), we emphasize the importance of two competencies: 1) K15 as "knowledge and understanding of the subject area and understanding of the specifics of professional activity" and 2) K16 as "the ability to apply knowledge in practical situations" [5, p.6]. Without practice-oriented training, which would permeate the entire system of training specialists in the tourism sector, the formation of the specified competencies is impossible.

In our opinion, practice-oriented training should be considered as a well-founded system of practice-oriented activities, the organization and conduct of which will contribute to the formation of a complex of professional competences in students of higher education, which will allow a tourism specialist in the future to realize his professional abilities and fulfill his duties sufficiently high level. Practice-oriented training will be effective if it is applied to the entire system of training specialists in tourism, with the mandatory involvement of practitioners, that is, the creation of a professional-oriented environment in a higher education institution. It is in such an environment that conditions are created for students' motivation for future professional activities, the ability for self-development and self-realization, and the acquisition of professional values.

The components of practice-oriented training are: 1) the organization and conduct of practice-oriented activities during the study of academic disciplines in the classroom and extracurricular learning process; 2) organization and conduct of educational and industrial practices in accordance with the curriculum.

Starting from the first year, students of higher education should be actively involved in professionally-oriented activities that will familiarize them not only with the theoretical foundations of tourism, but also contribute to the development of their motivation for the future profession, the formation of professional competences.

The authors of this article, in the process of many years of practical activity, while preparing bachelors in the specialty 242 "Tourism", developed and introduced into the educational process a number of practice-oriented activities in the study of academic disciplines. Each academic discipline should contribute to the formation of relevant competencies. We suggest considering the substantive content of practice-oriented events on the example of professional disciplines (Table 1). It should also be noted that the table shows the correspondence of measures to individual competencies [5].

Table 1. Content of practice-oriented activities in the system of training specialists in tourism (on the example of professional disciplines)

Professional competences (PC) (in accordance with the standard for specialty 242 "Tourism")	Practice-oriented activities
Educational disciplines of country studies, local studies, tourism and recreation	
K17. The ability to analyze the recreational and touristic potential of territories	<ul style="list-style-type: none"> – visiting tourist destinations, attractive tourist objects; excursions (classes in the area); – master classes on the basis of museums; – visiting recreational and tourist complexes; – professional studies from specialists regarding popular tourist destinations; – visiting tourist exhibitions, fairs, festivals (analysis of the tourist product; performance of tasks set by the teacher); – participation in the organization and conduct of tourist events as participants and volunteers, presentation of tourist information; – thematic meetings-presentations with representatives of embassies, cultural centers, diasporas, foreign students, etc.
K19. Understanding of modern trends and regional priorities for the development of tourism in general and its individual forms and types	
K24. Ability to monitor, interpret, analyze and systematize tourist information, ability to present tourist information material	
K28. The ability to work in an international environment based on a positive attitude towards differences in other cultures, respect for diversity and multiculturalism, understanding of local and professional traditions of other countries, recognition of intercultural problems in professional practice	
Educational disciplines on the organization of tourism	
K18. Ability to analyze the activities of tourism industry entities at all levels of management	<ul style="list-style-type: none"> – thematic meetings with representatives of tourist, hotel and restaurant enterprises (lectures, webinars, trainings, master classes); – excursions to enterprises of the tourism industry; – master classes on conducting excursions, tour-master classes on the organization of tourist trips; – development and conducting of student excursions, etc. – thematic meetings-presentations with representatives of domestic and foreign tourist communities.
K20. Understanding the processes of organizing tourist trips and complex tourist services (hotel, restaurant, transport, excursion, recreation)	
K22. Understanding the principles, processes and technologies of the organization of the work of the subject of the tourism industry and its subsystems	
K27. The ability to cooperate with business partners and clients, the ability to ensure effective communication with them	

Source: created by the authors based on [5] and their own practical experience.

According to the table 1 content of practice-oriented activities is proposed for training in the conditions of a stable political and epidemiological situation. Analyzing the proposed materials, we will take into account modern external threats and opportunities with the forced distance form of education.

Educational disciplines of country studies, local studies, tourism and recreation (Country Studies, Tourism Geography, Tourist Country Studies, World Recreational Complexes, Tourist Local Studies, Specialized Tourism, UNESCO Heritage in Tourism, Cultural Geography, etc.) have significant opportunities for conducting practical-oriented events, based on the content of the courses, their specifics.

Future specialists in tourism must first of all be familiar with the recreational and tourist potential of the territories, tourist resources, museum heritage of Ukraine and the countries of the world, with the specifics of the development of various types of forms and types of tourism, regional priorities of its development, etc. Therefore, a mandatory component of the educational process, as experience shows, is visits during educational classes to attractive tourist objects, tourist destinations, museums, during excursions, participation in tourist trips, but with an appropriate methodical component, as for future specialists in tourism (for example, visiting the National Kyiv-Pechersk Historical and Cultural Reserve, the Bohdan and Varvara Khanenki National Art Museum, the Chernobyl National Museum, Kyiv Rus' Park, etc.).

In the case of distance education, familiarization with the recreational and touristic potential can take place thanks to online meetings with specialists, virtual 3D tours of museum exhibits with an audio guide, online excursions with a tour guide in the area. An important condition for the high-quality conduct of the class is the preparation of the student audience for the event through preliminary familiarization with the content of the object's website.

A successful form of practice-oriented classes is the holding of master classes on the basis of museums or centers of folk art, where future tourism specialists can familiarize themselves with the real offers of popular services for tourists (for example, a master class on the demonstration of folk clothing on the basis of the National Museum of Ukrainian Folk decorative arts, master class on pottery on the basis of the National Museum-Reserve of Ukrainian Pottery in Opishny, etc.). It should be noted that in the format of online education, such master classes are possible partly because students act more in the role of observers (for example, "Ukrainian traditional embroidery in the intangible cultural heritage" from the All-Ukrainian Center of Embroidery and Carpet Making in the city of Reshetylivka, Poltava Region, etc.).

An important form of practice-oriented classes are professional studios of practitioners with the aim of popularizing tourist destinations and types of tourism. Such classes can take place both in the classroom on the basis of an educational institution or directly at tourist enterprises, and in online mode, which allows connecting a large number of participants (for example, "Problems of tourism development in the conditions of a pandemic" from the tour operator "Calypso Ukraine", "MICE-tourism from Join UP" and others).

Practice-oriented classes should also be conducted abroad, with visits to tourist events (exhibitions, fairs, festivals), which allow future specialists to immerse

themselves in the atmosphere of the professional tourist community. It is important to provide students with tasks to anticipate in order to analyze the market of tourist services, tourism products, the quantitative composition of participants, etc. during the event (for example, participation in UITM tourist exhibitions "International Tourist Salon "Ukraine", "Ukraine - Travel and Tourism", etc.) . Attending such events online is not possible, but online classes on event analysis using the site and involving specialists are quite possible and effective.

In the process of obtaining a professional education, it is important to attract future tourism specialists to participate in the organization of tourist events as volunteers, to form the ability to systematize, summarize and present tourist information through speeches-presentations in front of their participants, which contributes to the development of students' communicative competence. Of course, this is the best takes place in an offline format (for example, the involvement of students in the organization of the family holiday-festival "KROK gathers friends", in the section of the Department of Tourism "Lecture-studio: tourist images of the world", where students of the 2nd and 3rd years of the specialty "Tourism" present their best creative works on a tourist topic in front of the participants of the event, including many guests, etc.). It is also important to involve students in activities in online formats, where applicants also learn to present tourist information, have the skills to use various platforms, work in a team, if it is a collective performance (for example, the participation of teams from groups in a discussion on the topic "How do I see a modern specialist with tourism" during the online Round Table "Practically oriented training of tourism specialists as a guarantee of responsible business" etc.).

Educational disciplines in the organization of tourism (among them: Basics of tourism, organization of tourist trips, organization of excursion activities, organization of animation activities, tour operation, organization of hotel management, tourist branding, tourist safety, etc.) have a significant practical orientation, without which quality training is impossible tourism specialists.

Practice-oriented events from these disciplines allow you to reveal and deepen the content of the educational material, get acquainted with the practices of the tourism business, understand the specifics of job duties and better understand the specifics of the activities of tourism enterprises. The most popular such events are thematic meetings with representatives of tourist, hotel and restaurant enterprises. The forms of classes can be diverse: lectures, webinars, trainings, master classes, etc.

The topics related to the role and importance of the enterprise in the market of tourist services, the use of resources for the formation and organization of tours, the specifics of doing business, etc. are popular. For example, "Tourist enterprise on the market of tourist services of Ukraine" (professional studio from tour operators "Sakums", "Calypso-Ukraine", "Feeriya", travel agency "SvitOglyad"), "How to survive a travel agency in the modern tourist market" (master class from of the travel agency "Gudkovska inc&Travelmania"), "The role of the guide-administrator in domestic and international tourism" (master class from the tour operator "ANGA Travel"), getting to know the cruise business (professional studio from the tour operator "Express Voyage" of the General Representative of Royal Caribbean International in

Ukraine) etc. Webinars ("Principles of reception and accommodation service based on the example of the Reikartz Hotel Group hotel and restaurant chain") and online presentations (from Hyatt hotels, Radisson Blu Hotel Kyiv Podil, etc.) are very popular among hotel companies. Such events can be held both in an educational institution and on the basis of tourist and hotel enterprises, in offline and online formats.

Excursions to tourist, hotel and restaurant enterprises are extremely popular among students of higher education, which, unfortunately, cannot be replaced by online excursions. Thematic professional meetings are possible in the online format, as mentioned above.

Separately, it is necessary to note the importance of conducting practical-oriented events in the discipline "Organization of excursion activities", during the study of which, as experience shows, it is necessary to form professional competences in future specialists directly at specific excursion objects along the route. At the same time, educational methodical excursions, in particular, master classes, are quite effective for learning the material. On this basis, it is advisable to organize educational student excursions with the awardees. Among such excursions, the most popular among students were, for example, the following excursions in Kyiv: "Architectural heritage of Horodetskyi", Tragedy of Baby Yar", excursion in a tram-café or "One day in the life of 12 tram", etc. This type of activity is used by us in the offline format of the organization of the educational process. Although such classes can be conducted in the online format as a kind of virtual tours-presentations.

Educational-methodical bus tours are important, where professional highlights are demonstrated in the organization and conduct of relevant excursions and tours (for example, educational-methodical tours of Ancient Kyiv and Poltava region from "Kyivgrad-Tour").

It is important to demonstrate not only powerful content material, but also to focus on the educational and methodical component, to explain the peculiarities of the excursion case. Students should be given the opportunity to develop their own excursion routes and implement their own achievements in the area. It is important that future specialists gradually develop the ability to develop, promote and sell a tourist product from their student years [6].

No less interesting is the process of developing tours by students under the guidance of a specialist. Like the manager of a tourist enterprise, a student of a tourist higher education institution goes through all the stages of planning, developing, and promoting a tour: justifying the need to create a tour, researching the tourist offer, critically evaluating and selecting recreational resources, forming a tourist route, optimizing it and determining route options depending on the travel season, compiles a program of stay by days and hours of providing tourist services, selects providers of tourist services in accordance with the declared service class, calculates the calculation of the cost of the tour, determines the channels and tools for promoting the newly created tour on the tourist market.

Taking into account the wide range of professional activities in tourism, students develop projects of animation programs on the basis of hotel enterprises, museums, excursion sites (castles, fortresses) and taking into account various types of tourism. In

the development process, students go through all stages of work: social order for the development of an animation program, analysis of material, technical and personnel support for animation activities, choose the type and form of the animation program taking into account the concept of the institution, the target audience, determine the topic, idea, genre of the program, means of expression, the degree of audience involvement in the animation program. Students prepare the results of the creative process of developing an animation program in the form of a script for an animation event or an animation program for a certain period. Practicing the skills of an animator, students learn to be both managers, because animation activity requires management, and directors of animation programs, that is, creative individuals.

Practice-oriented events can be organized on an interdisciplinary basis. Such events can be thematic meetings-presentations with representatives of embassies, cultural centers, diasporas, foreign students, with representatives of domestic and foreign tourist communities.

Despite online training, a significant part of the above-mentioned activities was implemented remotely in recent years. The conducted survey of students of the 2nd-4th courses of the "Tourism" specialty confirmed a fairly high level of attitude of students to such events in general, and the level of their assimilation of basic concepts from the majority of professionally oriented disciplines and formed skills significantly increased compared to previous years, which confirmed results of course and qualification exams.

Discussion. Taking into account the above, we will highlight the main conditions for the successful implementation of practice-oriented training, namely: 1) systematic work of the graduation department of tourism and the institution of higher education regarding the systematic organization of practice-oriented activities at all stages of student education; 2) established interaction and purposeful cooperation with stakeholders; 3) deep motivation of higher education seekers to acquire a profession, meeting with professionals; 4) team interaction of all participants of the educational process.

As experience shows, the motivation and systematicity of practice-oriented training contributes to greater interest of students in mastering the profession, develops their self-organization and self-improvement, but requires considerable time and effort of all participants in the educational process.

The problem of practice-oriented education has been urgent for many years of the implementation of tourism education in Ukraine.

According to the new standards of higher education, practice-oriented training is an important component in the training of competitive specialists in tourism, as noted in the research of G. Uvarova [7].

Most researchers understand this concept primarily as the practical training of students in the process of various types of practices (educational, educational, industrial, etc.), which accounts for the greater number of studies

N. Wolfson-Gharshina reveals the problems of practical training, offers ways to solve them and justifies the expediency of organizing educational practice on the basis of an educational and training company [1]. L. Poleva reveals the importance of

practical training of tourism specialists, emphasizes the principle of connection between theory and practice, which should permeate the entire educational process [2]. L. Chorna analyzes domestic and foreign experience regarding the qualitative organization of students' practices in the learning process [3]. I. Shchogoleva reveals the essence of practical training, reveals the peculiarities of content formation and organization of practices in production conditions [4].

The importance of cycles of educational disciplines in the formation of practical competencies of the future specialist was revealed in the research of T. Sokol [8]. L. Slatvinska reveals the place and significance of the educational discipline "Organization of tourism" in the system of training bachelors in tourism [9]. O. Miho emphasizes the importance of educational programs on excursion and animation activities for the professional training of students [10]. L. Melko reveals the concept of "professional studies" in the system of practice-oriented training of future tourism specialists [6].

Conclusion. As a result of the conducted research, practice-oriented training is defined as a well-founded system of practice-oriented activities, the organization and implementation of which is aimed at forming a complex of professional competencies among students of higher education. Practice-oriented training will be effective under the conditions of systematic and systematic implementation, formation of students' desire to develop their professionalism in the future profession. The conditions for the successful implementation of practice-oriented training are also purposeful interaction with practicing specialists, productive interaction of all participants in the educational process. The effectiveness of practice-oriented training in professional disciplines is determined by the results of the formation of professional competencies of students and their positive reflection.

Author contributions: The authors contributed equally.

Disclosure statement: The authors do not have any conflict of interest.

References:

1. Volfson-Harshyna N.V. Suchasni problemy praktychnoi pidhotovky fakhivtsiv turystychnoi haluzi. Problemy inzhenerno-pedahohichnoi osvity. 2014. № 45. S. 120-126. URL: file:///C:/Users/Fujitsu/Downloads/Pipo_2014_45_19.pdf
2. Polova L. V. Osoblyvosti praktychnoi pidhotovky fakhivtsiv z turyzmu. Visnyk LNU imeni Tarasa Shevchenka. 2012. № 4 (239), ch. 2. S. 169–175.
3. Chorna L.V. Orhanizatsiia yakisnoi praktychnoi pidhotovky maibutnikh fakhivtsiv sfery turyzmu. Visnyk Cherkaskoho universytetu. Serii: Pedahohichni nauky. 2008. Vyp.124. S.80-85.
4. Shchogoleva I.V. Osoblyvosti formuvannia zmistu ta orhanizatsii praktyk v protsesi profesiinoi pidhotovky maibutnikh menedzheriv turyzmu. Ekonomika. Upravlinnia. Innovatsii. Serii : Ekonomichni nauky. 2012. № 1. URL: http://nbuv.gov.ua/UJRN/eui_2012_1_69
5. Pro zatverdzhennia standartu vyshchoi osvity za spetsialnistiu 242 «Turyzm» dlia pershoho (bakalavrskoho) rivnia vyshchoi osvity: Nakaz Ministerstva osvity i nauky Ukrainy vid 04.10.2018 r. № 1068. K., MON. 2018. 18 s. URL: <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/12/21/242-Turizm-bakalavr.21.01.22.pdf>
6. Melko L. Profesiini studii yak efektyvna forma pidhotovky fakhivtsiv turystychnoi sfery. Aktualni pytannia turyzmolohii ta turystychnoi praktyky: Zbirnyk materialiv naukovo-praktychnoi konferentsii, prysviachenoj 25-ricchju Instytutu turyzmu Federatsii profesiinykh spilok Ukrainy (m. Kyiv, 18 kvitnia 2019 r.) [Za red.: T. Sokol, T. Semyhinoi]. Kyiv: APSVT, 2019. S.39-41

7. Uvarova H. Sh. Novi standarty vyshchoi osvity i pidhotovka konkurentnykh fakhivtsiv z turyzmu. Problemy ta perspektyvy rozvytku turyzmu v Ukraini ta sviti: materialy II Mizhnarodnoi naukovo-praktychnoi konferentsii (18-19 travnia 2017 r.). Lutsk-Svitiaz, 2017. S. 148-153.
8. Sokol T.H. Pedahohichni aspekty stvorennia modeli spetsialista turystychnoho menedzhmentu ta naukovometodychnoho zabezpechennia yoho pidhotovky. Visnyk Cherkaskoho universytetu. Seria: Pedahohichni nauky. 2008. Vyp.137. S.57-60.
9. Slatvinska, L. A. (2018). Mistse i znachennia navchalnoi dystsypliny «Orhanizatsiia turyzmu» v systemi pidhotovky bakalavriv z turyzmu. Ekonomichni horyzonty, (1(4), 99–106. [https://doi.org/10.31499/2616-5236.1\(4\).2018.132468](https://doi.org/10.31499/2616-5236.1(4).2018.132468)
10. Mikho O. Profesiina pidhotovka studentiv za osvitnoiu prohramoiu «Ekskursiina ta animatsiina diialnist v turyzmi». Aktualni pytannia turyzmolohii ta turystychnoi praktyky: Zbirnyk materialiv naukovo-praktychnoi konferentsii, prysviachenoj 25-richchiu Instytutu turyzmu Federatsii profesiinykh spilok Ukrainy (m. Kyiv, 18 kvitnia 2019 r.) [Za red.: T. Sokol, T. Semyhinoi]. Kyiv: APSVT, 2019. S.44-46.

Received: May 28, 2022
Approved: June 29, 2022