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TECHNOLOGIES FOR VOCATIONAL TRAININGS OF TOURISM SPHERE`S WORKERS

Annotation. The article deals with the problems of determination and choice of optimal pedagogical technologies for professional education of competitive workers in tourism sphere nowadays.

Analyzing traditional and innovative pedagogical technologies, we determinate the list of the most effective technologies for pedagogical process of vocational training of future experts in tourism sphere.

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

Аннотация. В статье идет речь о проблемах определения и выбора оптимальных педагогических технологий для профессиональной подготовки конкурентоспособных работников сферы туризма.

Анализируя традиционные и инновационные педагогические технологии, определен перечень наиболее действенных технологий подготовки работников сферы туризма в условиях профессионального обучения.

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

Raising of problem. Today in the world that has entered the third century, Ukraine's development is determined by the general context of European integration with an orientation to the fundamental values of western culture with attribute of civil democratic society.

Modern professional education of Ukraine, after the certain period of updating and modernization of the educational systems to the requirements of the modern world, has all chances to be brought over to outer educational space. Professional preparation of competitive workers employees will help to improve the labour activity on the world markets of labour becomes up-to-date. A human capital becomes an important asset of international economy. Modern form and professionalism of skilled potential determines the future of the country: what form it will take, what place it will occupy in the world in the epoch of hard competition.

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

Taking into account the important economic value of tourism, and also aspiration of Ukraine to integrate into the world tourist society, modernization of components of professional tourism education is expected.

Experience of Israel, Serbia and Georgia proves the possibility to develop tourism industry under the conditions of unstable political and economic situation in the country. A present crisis should not create boundaries, but vice versa, it will stimulate development of tourism in Ukraine, for example, internal and external.

Besides, the study of tourism subjects assists the helps to love the native country more, to form patriotism to the native country. For this reason education in the sphere of tourism remains actual today.

First pedagogical research of tourism and study of a particular region in national pedagogics was grounded by K. Ushinsky [3]. Some years later V. Sukhomlinsky in his scientific works exposed the education functions of tourism-regional work and approved his own theoretical conclusions on practice with young people [3].

The second half of XX century, undoubtedly, will come into tourism history as a period of substantial transformations of tourist education in the field of research. Modernization of tourism education to the requirements of nowadays follows to examine, first of all, from the point of view the role and place of professional education of employees for the sphere of tourism, and also from the point of technology of professional tourism education of competitive employees.

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

Concepts "pedagogical technologies" have been researched from the 20th years of last century. In the works of O. Ukhtomsky, S. Shatskii, V. Bekhterev [8, 9] we meet such interpretations of this concept: a) a combination of methods and facilities, which are sent to clear up and to organize the education process effectively; b) the ability to operate educational and laboratory equipment to use visual aids.

J. Comenius offered the definition of education technologies too. He distinguished the ability to determine the aim, correctly to choose the facilities of their achievement, to form the rules of using these facilities [1]. The elements of

technological approach can be found in works of the most famous foreign and Ukrainian teachers, such as A. Diesterweg, J. Pestalozzi, L. Tolstoy, A. Makarenko, V. Sukhomlinsky and others [1, 3].

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

The analysis of scientific pedagogical sources shows the direct connection of pedagogical technology with approaches of the systems of education and studies, embraces all aspects, elements of the pedagogical system - from raising of aims to planning of all didactics process and verification of its efficiency. It should be noted that the analysis of publications shows that there are not enough sources and scientific works about problem of choosing the right pedagogical technologies for professional education in the national pedagogical science, especially for education of future competitive employees in the sphere of tourism.

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

Basic materials. With swift development of tourism a labour-market of the world Ukraine improves requirements to the specialists in this sphere. Today's time requires workers that not simply have the special education, but workers which are competent, competitive, able to accept professional decisions, able to work out

typical and untypical problems, providing high quality of service and satisfaction of consumers` necessities.

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

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

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

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

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

Using different technologies in educational process is a necessity and will make for the development of work, productive thinking and cognitive activity of future workers in tourism sphere. It is important to train pupils to work creatively, independently with information materials, master the system of knowledge, analyze and form the self relation and vision of any problem, give the estimation of any professional events. It is necessary to teach future workers to use knowledge and ability in practice, to find the ways of perfection and their transformation in the real

conditions of market economy. They must be able to present themselves, as the business professionals and be able to compete on the tourism market.

Practical experience testifies that for the achievement of necessary results in educational process of future workers of tourism sphere it is necessary and especially effective to use technology of "portfolio", technology of projects, playing technologies, "case studies", technologies of working in small groups.

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

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

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

In 2010 the term "gamification" entered swiftly into the usage. The term deals with using game technology mechanics in non-game areas [4]. Sometimes the pupils perceive an educational process as boring, unemotional, hard enough. Incomprehension of educational aims, losing the interest in studies can cause disappointment in education in general. Playing technologies with using the game as the type of educational activity, help motivate the pupils.

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

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

Analyzing the technologies that help imitate the real professional activity and even certain situation we note the technology of cases (of certain situations "case study"). This technology appeared at the beginning of XX century at Business School of Harvard University (the USA). The first collection of cases technologies was released in 1921 (The Case Method at of Harvard Business School). Harvard Business School is the leader and the main propagandist of this technology. Till the middle of the past century the technology of cases acquired a defined technological algorithm, and began to be actively used not only in American business education but also in Western European education. The basic principle of this technology is the principle of imitation of real vital and professional processes [7]. The real attributes of professional activity are actively used. The task of a pupil is to become familiar with a situation, set a problem, find its reasons and find the ways of its

solving. Obviously, the using of such technology requires large preparatory work from a teacher, and from a pupil - high level of theoretical knowledge, but efficiency of this technology is very high, as it allows to develop the ability of exposure of a problem situation, to analyze it, synthesize information etc. Due to the technology of cases pupils (“case study”) get purposeful and systematic development of the professional qualities.

The technology of small groups has also certain advantages for vocational training of tourism sphere workers. The essence of the work in small groups is that the team members get one, common task that they solve together, in collaboration.

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

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

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

Technology of such lessons can be noted as a problem-oriented. It gives a pupil wide opportunities of getting and using knowledge in economics and at the same time provides organizational, technical and commercial information which contributes to problem - solving. It offers opportunity to form abilities to orientate oneself in the difficult conditions of tourism market, make independent decisions,

develop critical thinking, set up business contacts, use advantages of modern information technologies and others. The process of studies under such conditions is very movable. Professional abilities and skills are checked through different methods of knowledge control during these lessons.

During practical lessons it is recommended to pay attention to a new and interesting pedagogical technology – suggestive technology. It creates the atmosphere of so called, relax studies, defeats an overstrain, cramming and motivates pupils and stirs their cognitive interest. "Immersion" comes true in educational process, the study of material becomes more concentrated of specifically professional details [2]. Suggestive technology is based on expansion of the hidden possibilities of any pupil that allows to make educational process more effective. A dialogue between a teacher and pupils becomes natural, not compulsory, but interesting and informing. Practical experience shows that suggestive technology makes at possible for every pupil to memorize more information than could be acquired, during traditional process of studies. But it is necessary to note that, in case this knowledge is not realized, it can disappear. Such in introduction of a psychological approach into the educational process proves to be very perspective.

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

The situation of success considered by O. Pekhota results from physical or moral tension of creator. The feeling of satisfaction comes when a pupil determines his result as success. Progress is interpreted as success too, but it is an external feeling, because progress is evaluated by others. A pupil understands the situation of success as his own achievement and it becomes of great value for him after overcoming psychological barriers of fear to built on gaps in knowledge and others individual stressors [2]. Favorable psychological and pedagogical conditions of self-development and self-realization of the pupil's personality are created during educational process.

From the very beginning of studies the future expert in tourism must be orientated at achieving results, at successful activity, at satisfaction consumer's needs in the market of tourism services. Hence the technology of creation the situations of success provides conditions for the development of personal profession activities, gives an opportunity to every pupil to feel gladness of success achievement. .

Thus the usage of pedagogical technologies` in view of peculiarities of vocational training must include thorough consideration pedagogical process which is to be built on the basis of professional education and guarantee the achievement of aims, concentrated on pupil's abilities to make creative and non-standard problem solving decisions and also must induce the overcoming of personal psychological barriers to ensure self-development and achievement of success in professional activity.

The main task of professional educational establishments of tourism industry is the training of competitive employees who possess professional skills and abilities to work enthusiastically and creatively. That combination of theory and practice in educational establishments must contribute to the education of competitive specialist who will be able to react adequately to any situation on the labor market. Future experts must not only satisfy the requirements of the current economic situation, but also should influence the creation of new workplaces, provide conditions for getting ahead in the performance of a sophisticated tourism market.

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