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THEORY AND PRACTICE OF TRAINING SPECIALISTS IN TRAVEL BUSINESS FOR THEIR PROFESSIONAL INTERACTION

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The article covers theoretical and practical achievements of those scholars, who studied particular aspects of preparing future specialists in travel business for their professional interaction. The analysis of modern investigations, devoted to certain aspects of training future specialists in travel business reveal the approaches of teachers-practitioners to communicative training of future specialists in this specific sphere has been done.

The author comes to the conclusion that modern higher education and the professionals working in this sphere have attained considerable theoretical and practical experience connected with the task of preparing future specialists for their professional activity. This experience could become a sound platform for further investigation of theoretic-and-methodological grounds for the study of the problem of preparing future specialists in travel business for their professional interaction. It is noticeable that despite the fact that the researchers follow different approaches to training future specialists in travel business (this fact is stipulated by: the type of educational establishment – technical, economic, humanitarian; the goals of training specialists of certain directions, adherence university leaders and staff to definite pedagogical conceptions) the investigators mostly admit the necessity to support and promote communicative trends in education of such a specialists, implementing dialogue, interactive, simulation technologies in their training. It is proposed to continue further investigations directed to understanding and practical testing of scientific-and-methodological provision of the system, used for the preparation of future specialists in travel business for their professional interaction. The system is presented as a unity of interactive, gaming and information-and-communication technologies of education.

Key words: travel business, professional interaction, communicative training of specialists of travel business.

ТЕОРИЯ И ПРАКТИКА ПОДГОТОВКИ БУДУЩИХ СПЕЦИАЛИСТОВ ТУРИСТИЧЕСКОГО БИЗНЕСА К ПРОФЕССИОНАЛЬНОМУ ВЗАИМОДЕЙСТВИЮ

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Рассмотрено теоретические и практические наработки ученых, которые исследовали отдельные аспекты проблемы подготовки будущих специалистов

туристического бизнеса к профессиональному взаимодействию; проведен анализ существующих исследований, посвященных отдельным вопросам подготовки будущих специалистов туристического бизнеса; раскрываются подходы преподавателей-практиков к коммуникативной подготовке будущих специалистов данной сферы деятельности.

Ключевые слова: туристический бизнес, профессиональное взаимодействие, коммуникативная подготовка специалистов туристического бизнеса.

PROBLEM STATEMENT. Being one of the most rapidly developing industries, travel business attracts more and more people, who would like to realize themselves in this perspective sphere. Simultaneously arises the task of training specialists with a set of qualities which could satisfy the demands of the industry and society. Thus, the task of training a personality and a specialist with such qualities as creative thinking, problem-solving abilities, readiness to dialogue, professional interaction, interactive communication, adaptation to new socio-economic conditions is of utmost important nowadays when Ukraine is integrating to the world and European community. Professional activity of specialist in travel business envisages the organization of processes, connected with buying, selling and promoting intangible goods. The main goal of such deeds is to satisfy consumers demand and assist businesses in getting the highest possible profit. In this context a higher educational establishment faces the problem of providing high quality professional training to future specialists in tourism, who would be prepared for professional interaction and functioning in manifold professional and cultural environment

Analysis of current studies. The issues of preparing future specialists for their professional communication have been studied by a cohort of scholars. Among them are: S. Amelina, S. Barsukova, A. Bolshakova, S. Dmytrychenkova, V.Semychenko and others.

Such scientists as O.Balan, O. Bodalov, A.Bulygina, N. VolkovaL. Savenkova, V. Slastyonin studied carefully a number of problems connected with theoretical-and-experimental matters of interaction in pedagogical process and professional interaction of teachers. Pedagogical studies were devoted to different aspects of interaction: interaction of student and teacher (Ye. Bondarevska, A. Verbytsky, N. Kuzmina, and others); pedagogical interaction and pedagogical communication of teacher and student (N. Volkova); intercultural communication of future teaches (N. Yaksa); pedagogical barriers of interaction (I. Glazkova); didactic interaction of subjects in the process of study (I. Zimnya); emotional interaction as a component of pedagogical system (I. Gapiichuk); the role of emotional factor in the system of humanization of pedagogical interaction (Yu. Kazakov); didactic interaction between teacher and student as a factor of optimization of study process (O. Balan).

Meanwhile, it is worth saying that the question of preparing specialists in travel business for their professional interaction is still the problem waiting for its solving and further deep researches.

The aim of the investigation is to generalize theoretical and practical achievements of those scholars, who studied specific aspects of preparing future specialists in

travel business for their professional interaction.

To achieve the aim the following tasks were set forth: to analyze modern investigations devoted to certain aspects of training of future specialists in travel business; to reveal the approaches of teachers-practitioners to communicative training of future specialists in this particular sphere of human activity.

Considering the tasks, it is necessary to mention that the questions of training future specialists in travel business and preparing them for their professional activity were investigated in a number of works [1; 2; 7]. It is worth saying that special attention is paid to the culture of professional dialogue. This type of culture is traditionally defined as a structural element of general and professional culture, that reflects, in T. Kramarenko's opinion, as the level of possession of the system of actions and views which, in their turn, are based on knowledge of nature, norms and values of dialogue as well as on the models of direct and indirect dialogue interaction in accordance with personal value attitudes and orientations of specialist in different spheres of trade, commerce and service [3]. T. Kramarenko has also provided a theoretical basis, proposed and checked the model for the formation of culture of professional dialogue using information and communication technologies. Resources of information and communication technologies as the tools that can form the culture of professional dialogue have been also described by the author. Those technologies provide synchronous, asynchronous, interpersonal communication, inner dialogue, interactive mode of work with learning material, communication with other individuals in authentic communicative situations. T. Kramarenko has proved that the realization of information and communication technologies contributes to harmonious unity of autonomous, individual-and-cooperative and joint activities. These technologies also help to unite interactive and game activities, besides, they support dialogue mode of the process of study, thus helping students to acquire the experience of professional dialogue communication, master its ethic and deontological standards, realize ones own progress and development [3].

N. Shevyrina concentrated her attention on the formation of moral notions of students about service and commercial activity and their stocktaking in the process of interaction. The author reveals value basics which should be paid attention to in the process of training future specialists who is supposed to perform a commercial and service activity [6].

N. Rotova admits that to reach an optimal effect in language and communicative behavior of future businessman it is reasonable to use the following forms and methods of work;

– review and heuristic lectures, combined seminars and colloquiums, reviews of professional literature, self testing (according to curriculum), work with reference sources such as Internet resources:

– language tasks (different practices, mostly for individual work), tests, writing lecture notes, abstracts, reviews;

– explorative and search tasks, directed to the development of communicative- and language skills; text correction and proof-reading;

– situation modeling, performing problem-and-search tasks;

– writing infos, speeches, summaries, scientific presentations [4].

The achievements of T.Rusetska [5] are of special value as the author has proved the effectiveness of project work in the course of professional training of especially for their future professional interaction. The author explained that the effectiveness of project work in professional training of future specialists in any sphere connected with people's interaction can be justified by the following: creative thinking of students is developing as the creativeness is a compulsory condition of project work realization; teacher's role is changing radically as his function of leader in the process of knowledge and skills gaining is eliminated, of the one who teaches he becomes the one who helps students to study and direct their cognitive activity; new elements of research activity are introduced; certain personal qualities of student are formed. Those qualities can be developed only in action and can not be mastered verbally. It is group project work and cooperative activity, resulting in common product, that develops the ability to work in team, to take and share responsibility, to arrive at a decision, to analyze the results of work, to feel himself as a group member. The last means that students subject their temperament, character and time to the interests of common work, and thus the students become engaged in knowledge acquiring and its logical implementation. Moreover, such personal qualities as the ability to reflect, to self-rate, to make choice and evaluate this choice and the results of ones own activity are also developed.

Our keen study of the works, devoted to the training of future specialists in different spheres of business gave us the grounds to admit that the majority of the authors pay insufficient attention to the formation of competence in performing professional activity. As to our viewpoint, we do believe such a competence has to become an integral part in professional training of future specialists in travel business. Despite the fact that there is a wide spectrum of reasons that explain the choice of these or those approaches to professional interaction, our domestic practitioners not always use in full the technologies of active learning, project games, role plays, information and telecommunication technologies. Project work and introduction of the technologies mentioned above occur through reciprocity of theory and practice, combination of individual and group work.

The second task of our research was to study the experience of Ukrainian institutions of higher education in the sphere of preparing future specialists in travel business for their professional interaction. We think that such knowledge and experience will help professionals not only to build conceptual principles for preparing future specialists for their professional interaction, based on both theoretical-and-methodological and practical platforms, but also to implement them in practice.

EXPERIMENTAL PART AND RESULTS OBTAINED. In the process of our investigation we studied the experience and traditions existing in training future specialists who will be engaged in travel business activity (economists, managers, marketers, merchandisers). Kyiv National University of Economics and Trade is among those absolute leaders that are preparing future economists for their professional interaction. The teaching staff of this University is widely using different forms of trainings, business role plays with the elements of case-studies, solving real practical tasks

and situations. Such activities transform abstract and monotonous process of study into profession oriented activities, which are close to the reality and encourage students to gain theoretical knowledge and acquire the skills of professional behavior. Having introduced slide-courses, the University teachers not only renovated traditional lecture as a kind of study activity, but also managed to visualize the main concepts of the courses and use the materials in their further work at practical classes, reviewing them in the forms of dialogues and group-discussions.

The question of upgrading professional training of future specialists in economy and travel business is the subject of constant concern of the management and teaching staff of Odessa National University of Economics where the staff of the department of economics and tourism management are actively using such modern methods of teaching as case-studies, role plays, discussions, presentations, lectures-conferences, Internet technologies are widely used in the process of study.

Training in Cherkassy National University named after Bohdan Khmelnytsky is characterized by the usage of a wide spectrum of innovative technologies introduced into the process of education. Case-studies, role-plays, trainings are inseparable parts of students' training. International seminars, discussions, round-table talks, business contacts with foreign partners are the examples of those activities that contribute to professional interaction and stimulate the acquisition of experience in intercultural communication.

Positive experience has been achieved by Kharkiv National University. There the idea of interaction between scientific-and-methodological and scientific-and-practical branches of pedagogical activity has been successfully realized. The preparation of future specialists for professional interaction is paid much attention to at other higher educational institution of Ukraine where such technologies as: interactive and non-simulating methods of teaching have been implemented within the frames of traditional forms (problem-solving lectures, discussions, programmed learning, seminars, contests, scientific-and-practical conferences), simulating methods (analyses of concrete situations, solving production tasks, document analyses, individual training and imitating practices), gaming methods (probation with the performance of job functions, multimedia presentations, etc.); cooperative methods of study (projects, team activities, tournaments, consultancy) are intensively used to guarantee high results in preparing specialists in tourism and travel business for their professional interaction .

CONCLUSIONS. Summarizing all mentioned above it is necessary to stress that modern higher education and the professionals working in this sphere have attained considerable theoretical and practical experience connected with the task of preparing future specialists for their professional activity. This experience could become a sound platform for further investigation of theoretic-and-methodological grounds for the study of the problem of preparing future specialists in travel business for their professional interaction. It is noticeable that despite the fact that the researchers follow different approaches to training future specialists in travel business the investigators insist on the necessity to support and promote communicative trends in education of specialist, introducing dialogue, interactive and simulation technolo-

gies. The results that have been obtained by now can be used for grounding educational technologies, which could guarantee the formation of competence of future specialists in travel business in their professional interaction.

Perspectives of further researches. Further scientific inquiries will be directed to the grounding and experimental verification of scientific-and-methodological provision of the system of preparation of future specialists in travel business for their professional interaction.

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**ТЕОРІЯ І ПРАКТИКА ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ З
ТУРИСТИЧНОГО БІЗНЕСУ ДО ПРОФЕСІЙНОЇ ВЗАЄМОДІЇ**

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Висвітлюють теоретичні та практичні доробки вчених, які досліджували окремі аспекти проблеми підготовки майбутніх фахівців з туристичного бізнесу до професійної взаємодії; здійснюється аналіз існуючих досліджень, присвячених окремим питанням підготовки майбутніх фахівців з туристичного бізнесу; розкриваються підходи викладачів-практиків до комунікативної підготовки майбутніх фахівців з цієї сфери діяльності.

Ключові слова: туристичний бізнес, професійна взаємодія, комунікативна підготовка майбутніх фахівців з туристичного бізнесу.

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