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DEVELOPMENT OF A METHODOLOGICAL APPROACH TO THE FORMATION OF A TRAINING SYSTEM FOR THE TOURISM INDUSTRY OF THE REPUBLIC OF TATARSTAN

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ABSTRACT

The relevance of the topic of this study is determined by one of the key problems of the development of tourism in the Republic of Tatarstan (RT) at the present stage, associated with the training of highly qualified personnel, which is currently at a low level. Actual tasks are: training, professional development, training related professions of specialists in the field of tourism industry, the formation of an entrepreneurial body of specialists with knowledge of new rapidly changing economic conditions in the global and domestic market of tourist services. Recently, there has been a tendency in the world and in the Republic of Tatarstan associated with the transition to an innovative type of training for professionals in the tourism industry, however, at present, there is no unified concept and methodology for continuous training for the tourism industry. In this regard, the development of a methodological approach to the formation of a system of training for the tourism industry is of great economic and practical importance. As a result of the study:- revealed the contradictions of training for the tourism industry and the methodology of vocational education;- based on the analysis of domestic and foreign experience of training for the tourism industry, a conceptual approach was developed to reform the training system in the RT.

INTRODUCTION

The current economic, political and social situation, the development of inbound, outbound and domestic tourism, as well as the identified deficiencies in training, require a scientific justification for continuous professional training for the tourism industry.

The training system must meet the basic idea of vocational training - the need for its implementation throughout a person's life in accordance with the interests of society, the needs of the individual, the needs of the economy, regardless of age, educational qualifications and other internal and external restrictions. Thus, training, as a system, is designed to ensure the consistent development of a person's professional and personal qualities - from school level to adult education in various forms of additional education and in the process of self-education [1-3].

The content of the personnel training system should be focused on anticipatory reflection of the problems of development of society, production and other areas of social practice and presupposes continuity and multi-variant professional training, which is based on fundamental training of specialists for the tourism industry, increasing attention to its theoretical and methodological component [1-3].

MATERIALS AND METHODS

As a research methodology, we used scientific statements on the organization and development of personnel training systems. The methods of research of control systems, as well as general scientific methods of cognition were used: dialectical, abstract-logical, statistical, functional and structural-level research methods, methods of system analysis and synthesis, evolutionary, historical, personal-activity and acme logical approaches.

RESULTS AND DISCUSSION

To effectively manage the training system for the tourism industry in the context of its modernization, it is necessary to formulate a system of principles reflecting the most significant aspects of its operation, manifested in properties that, in turn, give the whole system certainty and determine its effectiveness [4]. It is proposed to include the system-wide principles and principles for the development of a personnel training system in the context of modernization [5].

To modernize the training system for the tourism industry in the Republic of Tatarstan, a set of measures has been developed to ensure its implementation, based on the above principles.

In particular for educational institutions:

- Development of educational programs that form a creative modern specialist;
- Development and implementation of various educational training technologies for the tourism industry;

- Raising the role and stimulating the activity of the teacher and the manager of the training system based on the final result of the work - the preparation of a competitive specialist for the tourism industry;
- The creation of training and production bases for practical training and production practices;
- Creation of conditions for attracting leading specialists of the tourism industry to educational institutions (15-20 years before they reach the retirement age) [6].

The state is interested in creating a self-developing system of continuous professional training for the tourism industry, capable of training specialists competent to effectively solve the state task of enhancing the role of tourism in the economy.

In the course of vocational training, the society is interested in the training of competent, qualified specialists who are competitive in the labor market, have a good command of their profession and are oriented in related fields of activity, capable of working effectively in the specialty at world standards, ready for permanent professional growth, social and professional mobility, loyal to their organization, supporting its organizational culture.

Students are interested in the practical implementation of the ideas of democratization and humanization of vocational training, in creating in the process of preparation the conditions for maximizing the creative potential of the individual, the formation of professional and personal competencies.

Thus, the modernization of the vocational training system ensures the creation of an objective environment for the individual to expand knowledge, enrich experience, master new cognitive, practical, and socio-cultural activities. When upgrading the system of personnel training, one should focus on three principal features, namely:

- The need to create a unified intellectual environment tourism industry;
- Ensuring close integration of training with all production processes;
- Increase of intellectual and creative potential, managerial component of educational institutions.

As a result of the modernization, the training system for the tourism industry will effectively fulfill its functions, if it meets the following requirements:

- The completeness of the actions (necessary and sufficient to achieve the goals);
- Integrity, coordination and synchronization of individual elements, which will allow it to function, linking the demand of the population and the labor market for educational services;
- Balance in all resources (financial, educational, personnel, scientific, material and technical, etc.);
- Controllability (determined by the operability of intermediate targets);
- Sensitivity to failures (determined by the property to timely detect the deviation of the real state of affairs from the provided, posing a threat to the achievement of the goals set);
- Continuity of levels, stages and modules of training (within the framework of a professional field chosen by a person);
- Openness of the training process on the principles of democracy: access to every level of education; academic mobility of students and teachers; academic continuity of learning at different levels;
- Social partnership between all components of the system of continuous vocational training, ensuring its multilateral integration links, involvement in socio-economic relations.

The constituent elements of the training system form it as a dynamic, adaptive socio-economic system that provides lifelong education. Separate subsystems are allocated to groups of factors that influence the processes in the personnel training system. It should be noted factors affecting all elements of the system: the influence of the social environment; political and financial-economic situation in the region and in the world; the activities of regional organizations of management and regulation [7].

Factors affecting the tourism industry are: the state of the labor market and its needs, formed on the basis of tourist flows; tourism industry of foreign countries, etc. On the basis of their influence, labor market requirements for the quality of training are formed.

Factors affecting the educational environment of the tourism industry: education system; educational technologies; educational environment of the tourism industry abroad.

The industry educational environment of the tourism industry consists of three blocks. The first block is training. It includes:

- Pre-university (school profile) education (schools, profile classes, lyceums);
- Primary vocational education (colleges, colleges);
- Secondary vocational education (schools, colleges);
- Higher professional education (institutes, universities). - postgraduate vocational education (magistracy, doctoral studies).

The second block is additional professional education. It consists of: curriculum coordination centers; institutes and faculties of retraining and advanced training of sectoral universities; in-house training. The third block is self-education. It is a synthesizing link between the blocks of vocational training and additional vocational education, it should be noted that its volume and intensity should be the greater, the higher the level of education and the position of a specialist on the job ladder in the tourism industry. This training unit is present throughout the life of a specialist [8].

The tourism industry is not only a consumer, but also a customer of educational services. It includes as structural elements: industry enterprises and organizations, government organizations, public and professional associations, scientific organizations. Organizations and enterprises of the tourism industry are required to conduct assessments of professionalism of personnel, the results of which they report to the sectoral employment service, for further monitoring.

Monitoring of the personnel training system and the labor market is carried out with the aim of forming an information base to determine the prospective need for personnel on the basis of the socio-economic potential of the region and is aimed at studying the patterns of the processes occurring in the personnel training system. The users of the monitoring information are state and municipal authorities, employers, scientific and educational institutions, public organizations and the population of the region. A system of indicators is necessary for effective monitoring of the training system, its forecasting and identification of areas for modernization.

Since the system of personnel training functions in the educational environment, which in turn must take into account the requirements of the labor market, it is therefore necessary to take into account the indicators characterizing these areas when building a system of indicators. The criterion for the inclusion of indicators in this system is the level of their belonging to two interrelated sets of indicators of the state of the labor market and the state of the sectoral educational environment [9].

Modern business practice in education is based on the use of a competence-based approach, which makes it possible to emphasize qualities that are directly related to the success of an employee in a particular activity. At the same time, the development and use of the competency model makes it possible to model the requirements for professional training as standards for the quality of education [6].

Significant difference from other approaches here is the selection of parameters that really lead to the greatest efficiency in the work, and not taking into account the full range of factors that most reliably describe the performance of a specialist.

Under the competence model of a specialist in the tourism industry, it is proposed to understand the totality of various competencies with the emphasis on their component competencies, as well as their severity levels, which are necessary for the effective performance of official duties [6].

In the course of the study, a methodology was developed and tested to form the competence model of a tourism industry specialist, which includes several steps [10]:

1. Identify the requirements that tourism industry enterprises have for a specific specialist.
2. Determination of the requirements that the world community, the system of vocational education, and consumers of tourist services place on the specialist in the tourism industry.
3. Formation of official duties of a specialist in the tourism industry in accordance with the requirements for it.
4. Filling two blocks of competencies - functional and personal - with core competencies that are necessary for the performance of official duties.
5. Identify the behavioral indicators of each competency.

The development of a competency model is proposed to be conducted in accordance with the following requirements:

- The completeness of the developed model should adequately reflect the professional field of activity in the simulated components;
- Generalization of the components of the model should allow to reflect the most significant aspects of professional activity and the most significant parameters;
- The content specificity of the components of the model should reflect the quality of the specialist in the formed and developed professional skills and abilities;
- General typification of professional tasks and consideration of the possibility of transferring skills from one field of activity to another;
- Structural and hierarchical components of the model.

To test the adequacy of the methodology, a competence model of a tourism specialist has been developed that includes two sets of competencies: functional and personal, which allows integrating requirements for the modern worker, including not only professional knowledge and skills, but also complementing them with individual and personal characteristics person Each block of competences is filled with a specific set of competencies in accordance with the requirements of a particular sphere of professional activity.

For each competency, a set of behavioral indicators has been developed for three levels of severity: unacceptable, acceptable and reference, on the basis of which decisions on compliance with its level of specialist training should be made in the future. For example, behavioral indicators of competence "leadership traits":

- Unacceptable level: passive in interaction; enters into dialogue only due to the activity of others; Attempts to focus the group on the task are ineffective due to the fact that it is ignored or he has lost the direction of the discussion; other members of the group rarely seek his appreciation or support, etc .;
- Acceptable level: interacts actively, but in communication "gives back" to others; demonstrates some success in organizing and managing a group; other members of the group are sometimes interested in his opinion and looking for support, etc .;
- Reference level: it is active in interaction, takes the initiative in communication; organizes the work of the group; if necessary, acts as an intermediary, etc.

When organizing professional training, educational institutions need to focus on the formation of competencies in demand in the practical activities of a future specialist, while the competence model of a tourism industry specialist is an indicator of the compliance of the results of the educational process of training a specialist to the requirements set for him. The use of the competence model in the system of personnel training will allow to flexibly transform the organization of the educational process according to the requirements of the changing conditions of activity of enterprises and organizations of the tourism industry.

CONCLUSIONS

The work scientifically substantiated and tested the methodology for assessing the competence of a tourism industry specialist, which includes the following steps:

1. On the basis of the competence model of a specialist, a selection of competencies to be assessed is made. If the competence model for this specialist is absent, then it is developed according to the appropriate methodology.
2. Selection of methods for assessing the competence of tourism industry professionals. Methods of assessment can serve various methods: tests, surveys, observation, interviews, case-method, business games, trainings, etc.
3. Carrying out the procedure for assessing the competence of tourism industry professionals for compliance with the competency model.
4. Conclusion on the level of implementation of competencies and the conclusion of the competence of a specialist.
5. Development of a set of measures to improve the competence of a tourism industry specialist.

The proposed technique is universal in nature and can be used in any areas of activity. It should be noted that it will allow:

- To evaluate any competence separately included in the competency model;
- Take into account and formalize in the form of clear competencies of a specialist the requirements of various groups of consumers of educational services;
- Implement a practice-oriented approach to the process of education and training;
- To ensure the formation of the competencies required and demanded in the practical work of the tourism industry specialists at the training stage in educational institutions;
- To use it in screening interviews and interviews, performance management and quality of work, career planning and rotation.

CONFLICT OF INTEREST

There is no conflict of interest.

ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

FINANCIAL DISCLOSURE

None.

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