

## ARTICLE

# PROBLEMS OF TRAINING SPECIALISTS IN THE SPHERE OF TOURISM OF THE REPUBLIC OF TATARSTAN

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## ABSTRACT

*The paper deals with the problems of training specialists in the field of tourism in the Republic of Tatarstan, the problems of standardization of vocational education, global trends in the training of personnel for the tourism industry. The analysis of state and public requirements for the tourism industry professionals. As a result of the analysis, the main problems in the preparation of tourist personnel were revealed: excessive academic character of specialized higher education, while a clear lack of practical skills among students; the lack of a scientifically based vocational education system for students, which in the practice of educational institutions is, at best, replaced by social education activities; the content of the state education standard does not meet the requirements of the labor market in the field of tourism and service.*

## INTRODUCTION

Recently, there has been a trend 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 uniform concept and methodology for continuous training for the tourism industry. On the one hand, professional tourism education has not yet gained sufficient experience in training highly qualified personnel. On the other hand, blind copying of foreign experience is inefficient, as sectoral training systems in developed countries are aimed at solving the problems of developing national tourism within the global tourism market, in which the share of the Republic of Tatarstan is insignificant. Achieving this goal was carried out by setting and solving the following research tasks: to investigate the current state of the personnel training system for the tourism industry in the economy and culture of Tatarstan, as well as to analyze domestic and foreign experience in personnel training for the tourism industry; to consider the theoretical aspects of training specialists in the field of tourism. The main task in the field of training in the tourism industry for the Republic of Tatarstan, according to the authors, is not only the training itself, as well as periodic training, but also training in related professions of specialists in the field of tourism industry with new knowledge quickly changing economic conditions in the global and domestic markets of tourist services.

### KEY WORDS

*education, tourism and service, training, innovation.*

## MATERIALS AND METHODS

The following research methods were used in the work:

- bibliographic analysis of literature and materials on the Internet;
- system analysis;
- isolation and synthesis of the main components.

## RESULTS AND DISCUSSION

The domestic system of multi-level training of specialists in the field of tourism develops under the influence of two socio-economic factors: first, this is the intensive introduction into the national system of elements of continuous education and the practice of multi-level training, the search for new forms of vocational education; secondly, the sectoral factor, the search for ways to prepare scientific and pedagogical personnel in accordance with the needs of the emerging tourist business market.

In accordance with Article 10 of the Federal Law "On Education in the Russian Federation", the following levels of professional education are provided in the Russian Federation [1]:

- 1) secondary vocational education;
- 2) higher education - bachelor degree;
- 3) higher education - specialty, master;
- 4) higher education - training of highly qualified personnel.

Also regulated and additional education.

The basic training of tourism industry specialists in Russia as of the end of 2018 is characterized by the following indicators: the number of universities leading training in the direction of 43.03.10 Tourism amounted to 286 [2]. Of these, the state - 228 universities, and 58 - non-state universities. In the Republic of Tatarstan, 9 universities (Kazan Innovation University named after VG Timiryasov; Kazan State Institute

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of Culture; University of Management "TISBI"; Kazan (Volga Region) Federal University; Russian University of Cooperation (branch in Kazan ); Volga State Academy of Physical Culture, Sports and Tourism; Kazan (Volga Region) Federal University (branch in Naberezhnye Chelny); Kazan National Research Technological University; Naberezhnye Chelny State Pedagogical University) [2].

The number of specialized universities is growing. For the period 2014–2018 academic years, all higher educational institutions of the country issued specialists with higher education for the tourism sector in 2014 – 868 people, in 2015. - 1116, in 2016 - 1393, in 2017 - 1402, in 2018 - 1935 people [3].

Analyzing the training of specialists of secondary vocational education, it can be concluded that there is an insufficient number of educational institutions and a low level of training of specialists. In the Russian Federation, there are 110 secondary vocational schools that have a training direction for mid-level specialists 43.02.10 - Tourism. Of these, 71 relate to state ownership, 39 to non-state ownership [4].

In the Republic of Tatarstan, only two educational institutions provide training for mid-level specialists for the tourism industry - the College of the Kazan Innovative University named after VG Timiryasov and the faculty of secondary vocational education of the Kazan National Research Technological University.

The quality of training graduates of secondary vocational education is also in many respects not satisfying to employers (up to 25%). At least 25% of graduates perform jobs where secondary vocational education is not required. Therefore, each graduate of secondary vocational education, getting a job, faces certain problems: 1. Lack of jobs in the received specialty; 2. Low wages (due to lack of work experience); 3. Non-compliance of the professional competence of graduates with the requirements of employers (low level of knowledge, skills and practical skills); 4. Excessive requirements for employers in employment.

The training of highly qualified specialists (graduate and postgraduate) is carried out in 22 universities of the Russian Federation. In state universities - 16, in non-state - 6 [5], but such an increase of highly qualified specialists is clearly insufficient. In the Republic of Tatarstan, such training does not exist. Thus, targeted training of candidates and doctors of science who have experience in the tourism industry is required in order to form a highly qualified faculty of educational institutions and industry science personnel.

Pre-university vocational training is mainly vocational guidance and includes the formation of specialized classes. Its goal is to orient schoolchildren to professional activities and identify their predisposition for their chosen profession. To date, only a few schools of the Republic of Tatarstan have specialized classes, focused on further graduates of vocational education in the field of tourism.

Further work in the industry continues to be carried out only by about 44% of specialists with secondary vocational training, which is about 10% of the labor market demand and they are clearly not enough.

The analysis showed that a significant number of posts in the tourism industry are occupied by people with non-core education. This determines the importance and the need for additional training and skills development. A number of higher educational institutions are also engaged in advanced training, but a significant gap in this system is the small number of programs targeted at specialists with primary and secondary vocational education.

It can be concluded that the existing system of additional professional education does not meet the requirements of retraining not in quantitative or qualitative composition.

The quality of vocational training of graduates of various levels of education is low and does not meet the requirements of employers and the corresponding international standards. An analysis of the curricula of primary, secondary and higher vocational education has shown that from 10 to 20% of study time is allocated to work experience [6, 7].

Thus, the analysis of the existing system of training for the tourism industry has revealed the following contradictions in various functional areas:

- in the scientific and methodological field: between the requirements of integrative professional training of tourism industry specialists and the existing scientific foundations of the theory and methodology of vocational education;
- in the educational and methodological field: between the need to modernize the process of professional training of tourism industry professionals to ensure their competitiveness in the labor market and the level of educational and methodological support for the implementation of this process;
- in the economic field: between the needs of the labor market in competent specialists of various qualifications and the number of graduates of primary, secondary and higher professional education for the tourism industry.

The indicated contradictions allow us to conclude that currently there is no effective continuous system of personnel training for the tourism industry.

A simple listing of educational institutions shows some discrepancy in the ratio of managerial personnel in comparison with the service personnel.

When calculating the need for qualified personnel and specialists of the tourism system, it is shown that the employment formula in the industry for levels with higher, secondary vocational, secondary special for mass (working) professions and human resources with initial vocational education is respectively: (1-1.35) - (2.8-3.5). The analysis of these proportions suggests that the successful functioning of the entire system of tourist services essentially depends on the professionalism of specialists at all educational levels.

This condition for multi-level professional training determines the increased requirements for ensuring the quality of the educational system and the pedagogical process of the educational institution.

Overcoming this imbalance may be solved by organizing multi-stage training of personnel like the French education system in the field of tourism, when students are required to complete all stages - from primary to higher education.

Foreign educational programs implement the above recommendations through an extensive network of tourist educational institutions [8].

The system of training tourist personnel in France, for example, annually provides specialists in the hotel industry and restaurants, drivers of tourist buses and other specialties of up to 6,500 people, with training periods of 2 years or more.

The initial level of education provides training for tour organizers and tour operators, service bureau workers.

Travel agents and travel business intermediaries are trained in colleges and institutes, special schools and lyceums. A characteristic feature of training in educational institutions of the specified type is the obligatory passing of each trainee at all levels of training: intern - professional - bachelor - master. An analysis of official documents and practice of tourism in France shows that the education of specialists for the tourism sector includes the following levels of training: apprenticeship school (vocational guidance, level 1); school of professional personnel (qualified personnel by profession, stage 2); School for the formation of techno-managerial specialists (specialists of average qualification, bachelor 3 degree); School of training specialists of economic and managerial profile (specialists-managers, specialists in the field of marketing, business of the highest qualification, masters, level 4); postgraduate education that responds to changes in the nature of labor, market requirements, scientific and technological progress, and the economic situation.

On the other hand, in order to increase academic and professional mobility, to enable them to fully realize their abilities in gaining knowledge and successfully applying them in further activities, it became necessary to expand contacts with various structures of the Council of Europe, UNESCO and other organizations in order to join the Tatarstan system of higher professional education. education in the European educational space.

The study of these features showed that the quality of tourism education and the training of specialists in tourism activities are widely reflected in the documents of the UN, UNESCO, ILO, WTO and other international instruments. Among them, a special place is occupied by the documents of the UN Rome Conference on Tourism and Travel (1963), the Manila Conference on World Tourism (1980), the Inter-Parliamentary Conference on Tourism in The Hague (1989), the World Conference of Ministers for Tourism in Osaka (1994 city), "Charter of Tourism" (1985). These documents contain detailed requirements for professional training of tourist personnel.

For example, the Tourism Charter states: "Employees in the field of tourism and service providers for tourism are obliged to comply with any obligations undertaken in their professional activities, ensuring the high quality of the tourist product provided in order to promote the approved humanistic nature of tourism" [9].

And the Hague Declaration on Tourism identifies measures to ensure the quality of tourism training, in particular: taking effective measures to train specialists for organizing travel and tourism by incorporating the study of tourism into the curricula of schools and universities; encouraging young people to choose a career in tourism; the creation of a network of educational institutions capable of providing not only training, but also education in the field of tourism based on an internationally standardized curriculum that would facilitate the mutual recognition of diplomas and the exchange of tourist personnel.

Therefore, it can be argued that in the professional training of specialists in the field of tourism, the ideas of improving the quality of education play a leading, dominant role.

The advantage of European models of professional training for the tourism industry is: a significant part of the training time is designed to gain practical skills during practical exercises, practices and internships in enterprises of the industry; emphasis on shaping student psychology in customer service; close cooperation of educational institutions with the industry; high mobility of students. Most of the tourist and

hotel schools in Europe are open on the basis of existing hotels, students live there, which allows them to gain practical professional skills in an environment close to reality. This experience is undoubtedly interest and prospects for improving the quality of training in Tatarstan, since there is practically no such hotel bases in local educational institutions.

The experience of staff training in the United States deserves attention, where specialized departments are formed on the basis of educational institutions (recruitment agencies) connected by a single information system with tourism industry enterprises that regularly monitor the needs of the labor market, employing young professionals and correct a set of applicants for specialized specialties [10]. Accordingly, educational institutions have the ability to quickly respond to the changing needs of the industry in personnel of a particular profile and qualification level. The advantage of the American model is also: close integration with public professional organizations; deep study of general theoretical positions in the field of management; availability of a large number of various advanced training and retraining courses, etc.

The results of the study are as follows:

- for the Republic of Tatarstan, characteristic basic contradictions between the requirements of integrative professional training of tourism industry specialists and the existing scientific foundations of the theory and methodology of vocational education were revealed;
- identified the need to modernize the system of vocational training of tourism industry professionals to ensure their competitiveness in the labor market;
- identified the need to modernize the teaching and methodological support of professional training of tourism industry specialists in accordance with the needs of the labor market;
- A shortage of competent specialists of various qualification levels of primary, secondary and higher professional education for the tourism industry was revealed.

## CONCLUSIONS

Our research allows us to form a general idea of the existing system of training specialists for the tourism industry of Tatarstan in the context of dynamic changes in the market of tourist services.

At the same time, the need to further develop the system of professional training for managers and specialists for tourism organizations suggests the solution of a number of problems. The first is the improvement of the learning process itself.

The whole system of personnel training for the tourism industry seems to be effective only if there is an appropriate base for practical training. Meanwhile, at present, there is a significant estrangement from the enterprises that organize tourism, from the hotel, restaurant and other sectors of the tourism industry, which is one of the most acute problems facing this system.

To solve this problem, methodological aspects of long-term internships of students of higher educational institutions and students of specialized secondary educational institutions should be developed and tested in practice directly at tourism enterprises. This will allow them to acquire real practical skills, the ability to respond to existing and potential demand, to understand and take into account the psychological expectations of the target audience, etc., but also increase the competitiveness of enterprises in the hospitality industry.

It should be particularly noted that curricula (both in the system of higher and secondary vocational education) should include more intensive courses in foreign languages. And this should apply not only to the English language, but also to a number of widespread in the world of oriental languages. The latter is due, in particular, to the fact that, according to forecasts of WTO specialists, a significant increase in outbound tourism from China is expected in the foreseeable future, a large number of these tourists can take our country, thereby winning important positions in the international tourism market.

In addition, in the process of preparing future managers and specialists in the tourism industry, it is necessary to strengthen general theoretical training. Such educational disciplines as mathematics and statistics, management and marketing, as well as special courses in psychology, communication culture, negotiation, etc., must be present as the main subjects in the curricula.

In general, when educating future managers and specialists for the domestic tourism industry, it is necessary to use not only the most modern teaching methods, but also to maintain close ties with the tourist business enterprises, provide trainees with the opportunity to participate in the international exchange of information, stay abroad to gain foreign experience.

### CONFLICT OF INTEREST

There is no conflict of interest.

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