

PEDAGOGICAL APPROACHES TO THE FORMATION OF COMPETENCIES AND LEARNING OUTCOMES OF STUDENTS STUDYING IN THE EDUCATIONAL-PROFESSIONAL PROGRAM "TOURISM" OF THE FIRST QUALIFICATION LEVEL "BACHELOR"

Natalya Bondar,

Candidate of Historical Sciences, Associate Professor,
Kharkiv Petro Vasylenko National Technical University of Agriculture, Ukraine

Iryna Danchenko,

Doctor of Pedagogical Sciences, Associate Professor,
Kharkiv Petro Vasylenko National Technical University of Agriculture, Ukraine

Natalia Moiseeva,

Doctor of Economics, Associate Professor,
Kharkiv Petro Vasylenko National Technical University of Agriculture, Ukraine

Among the leading trends in the modernization of modern higher education, its activity orientation is important and significant. In particular, I. Bech (2017) emphasizes that for a long time the secondary and vocational school relied on the position of a gnostic, "knowledge" approach, the main task of which was to form strong systematic knowledge in students (skills have always been secondary components). At present, the emphasis is changing – from the Gnostic approach to the competence approach: the main goal of higher education is aimed at developing the ability to active, productive work in all its forms; creative professional activity for the purpose of self-development and self-realization of the person.

The strategic objectives of reforming higher education are the transformation of quantitative indicators of educational services into quality, which necessitates the search for fundamentally new approaches to the training of students, namely the formation of competencies and learning outcomes of students studying under the educational program "Tourism" of the first qualification level "Bachelor".

Ways to solve this problem lie in the plane of methodological approaches to professional and personal development of future professionals in the tourism industry, which is the subject of philosophical, political, sociological, cultural, psychological and pedagogical discussions.

Hence, it is important to highlight the system of pedagogical principles, which in the educational process provides effective formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor".

O. Ovcharuk characterizes modern tendencies of estimation of efficiency of quality of education by three indicators: the maintenance, process of training and education, results. A change in the principle leads to a change in approach – a certain position, point of view, which determines the research, design, organization of any phenomenon, process.

Content analysis of research allows us to identify the following main approaches to ensure the effectiveness of the formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor", namely: personality-oriented, axiological, competence, system, socio-cultural and activity approaches (*Figure 1.*).

Analysis of methodological approaches to the formation of competencies and learning outcomes of students enrolled in the educational-professional program "Tourism" of the first qualification level "Bachelor" should begin with a personality-oriented approach, which involves the implementation of appropriate activities through designing the content of this process taking into account the age and individual characteristics of the subjects of the educational process: the specifics of cognitive, emotional, communicative, motivational and other processes and, in particular, abilities, needs, motives, interests, personal qualities of students, etc., which means recognizing the self-worth of their personalities; pre-assigned personal resources: knowledge, skills, methods of activity that accumulate within their individual experience (Mikhalska, 2006).

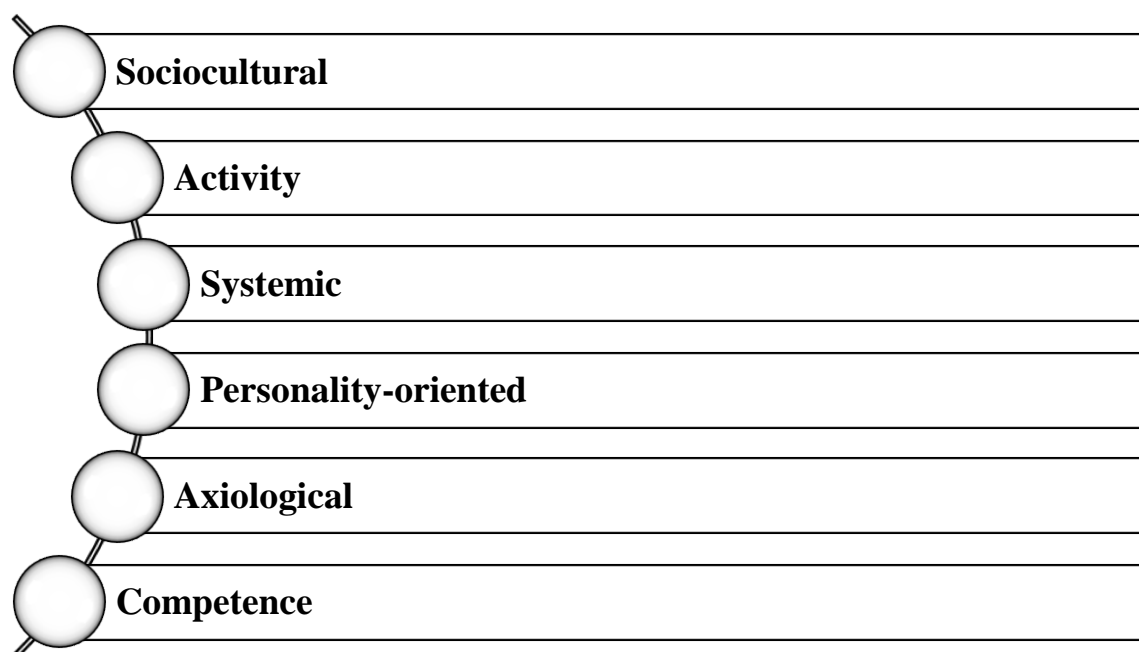


Figure 1. Pedagogical approaches to the formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor"

Since the personality-oriented approach is characterized by a focus on the moral and spiritual development of the subject, rather than its adaptation to environmental conditions, then, appearing on the mechanisms of consciousness and self-awareness, promotes the education of higher meanings of human life and practical orientation to them (Bech, 2017).

In this way, G. Soroka argues that in the vital self-determination of the individual a holistic process of development of the motivational sphere, its worldview beliefs, individual abilities is necessary for self-realization and conscious choice of social roles. The latter requires the development of search activity, readiness to make independent decisions and education of responsibility and purposefulness. Providing freedom of choice of independent decisions, different in degree of complexity and character, stimulation of motivation and active activity, and also creation of a situation of success and belief in own forces of the person, enable functioning of pedagogical support.

In fact, pedagogical support is the joint determination of the teacher together with the pupil of his interests, opportunities and ways to solve problems (obstacles) that threaten the preservation of his own dignity, as well as to achieve positive results in his self-affirmation. The purpose of pedagogical support is to teach the pupil to solve their own problems and understand the source of their occurrence, to take a reflective position on the problem and, accordingly, to conduct holistic activities to solve it (Soroka, 2002).

Therefore, a modern teacher must know and operate the means of forming competencies and learning outcomes of students, skillfully manage their own psychological state and focus on professionalism.

Thus, the personality-oriented approach to the formation of competencies and learning outcomes of students enrolled in the educational-professional program "Tourism" of the first qualification level "Bachelor" provides focus on the student's personality as the goal, result and determining criterion of effectiveness of the process. This approach is related to the need to study and take into account the age characteristics of student youth, including the individual characteristics of each student, their potential, value system, ideals, needs and motives for behavior and activities.

Socio-cultural approach makes it possible to take into account the interaction of socio-cultural environment and professional training of students, during which the formation of professional competencies and learning outcomes.

This approach is based on the concept of "socio-cultural space". Socio-cultural space – provides a reproduction of the community, which is its carrier, as a holistic socio-cultural system. This vocation

is realized through: the accumulation, systematization and transmission of certain experiences of social life; updating and enriching the accumulated experience.

This is supported by the American psychologist Bruner (Bruner, 1996), who argues that man fully reveals his potential only through participation in the creation of culture, which means learning specific to a particular culture of perception, thinking, emotional experience and discourse. The scientist emphasizes the understanding of culture as an educational context for the formation of values and the acquisition of socio-cultural experience (Bruner, 1996, p. 126).

Thus, the socio-cultural approach makes it possible to consider the essence of the process of formation of competencies and learning outcomes of students enrolled in the educational-professional program "Tourism" of the first qualification level "Bachelor" as a socio-cultural phenomenon and personal characteristics. This is explained by the fact that the formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor" covers, on the one hand, mastering the cultural culture of society, and, on the other hand, any socio-cultural phenomenon, provides not only the culture of development, but also the culture of creation as the development of personal meanings and practical value of personal life.

The axiological approach to the formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor" is manifested in the fact that the specific value orientations of students are not only studied and taken into account in the educational process. Impact, the result of which is assessed at the beginning, during the relevant work and at the end; ensuring the formation of a system of values and value orientations of students. After all, it is known that values are a kind of vector that directs the interests, needs, thoughts, understandings, emotions, experiences, behaviors and actions of the individual and contribute to decision-making.

The axiological approach not only proclaims man as the highest value of society and the end in itself of social development, but also allows us to study phenomena in terms of their inherent ability to meet human needs.

The implementation of the axiological approach provides the translation, transformation of certain socially significant values to the level of specific value priorities of the individual.

In addition, the activity approach acquires great importance in the implementation of the problem of formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor".

It is well known that a person's innate talents are transformed into his abilities in the process of a certain activity. The preconditions for the emergence of such a position where the scientific developments of V. Ananiev (1980), O. Leontiev (1977), S. Rubinstein (2000), V. Teplov (1947), and others.

We agree with the views of S. Rubinstein, who notes that it is "in activity and through activity, the individual realizes and affirms himself as a subject, as a person: as a subject – in his attitude to the objects generated by him, as a person – in his attitude to other people, whom he influences in his activity and with whom he comes into contact through it. In the activity, carrying out which, a person completes his life path" (Rubinstein, 1989, p. 436).

The scientist notes that "... activity is not an external work, but a position – in relation to people, in relation to society, which a person affirms with all his essence, which is manifested and formed in activity" (Rubinstein, 1989, p. 437).

According to S. Goncharenko, the most important components of the activity are the subject with leading needs; the purpose that stimulates the transformation of the subject into the object to which the activity is directed; means of achieving the goal; result of activity (Goncharenko, 2010, p. 35).

Based on this, the process of formation of competencies and learning outcomes of students enrolled in the educational-professional program "Tourism" of the first qualification level "Bachelor" should be designed in the activity format, taking into account its main indicators and components (subject, process, subject, methods, result and, in particular, internal and external conditions of its implementation).

It should be emphasized that the use of the activity approach is recommended by some foreign educators in cases where it is necessary to abstract something from the product of the activity in favor

of how it is organized; how, by means of what receptions and strategies problems in its process are solved (Parsons, 1957). In this sense, this approach is a didactic and educational matrix of the process of formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor", which is an additional reason for mastering the approach as one of the main tools. in practice.

Thus, this approach allows highlighting the essence of the process of formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor" through activities, which, therefore, reveals the logic of students' perception.

The following methodological approach defines the competence, which is understood as the focus of the pedagogical process on the formation of key (basic, basic) and subject competencies of the individual, which results in the formation of general human competence (set of key competencies – integrated personality abilities that allow complex multifunctional activities, effectively solve relevant problems that correspond to diverse areas of life and contribute to success) (Ovcharuk, 2003, p. 13). This is due to the fact that, first, both activity and psychological and pedagogical preparation of students for effective social interaction is carried out in a competency format, through comprehensive mastery of students' knowledge, skills, abilities and methods of activity in developing abilities and values of students; secondly, the expediency of introducing a competency approach is also due to the fact that the formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" of the first qualification level "Bachelor" affects the development of other components of the competency hierarchy. process of socially significant and professional activity.

In particular, I. Bech emphasizes that the competence approach provides a higher level of competence "... as a unity, where the scientifically oriented basis of action determines the logic of its practical use, which is intellectual and moral self-regulation aimed at overcoming certain life problems. The competence of this level is motivated by the desire for self-affirmation, a sense of dignity, social motivation" (Bech, 2012, p. 30).

Given the above application of the competency approach in the formation of competencies and learning outcomes of students enrolled in the educational-professional program "Tourism" of the first qualification level "Bachelor" provides: students' awareness of their own motivations, aspirations and values, motives, ideas about their socio-professional roles; analysis and assessment of their personal qualities, knowledge, skills and abilities; regulation on this basis of their self-development and their own activities.

The system approach is a kind of "methodological orientation" in the activity, where the object of knowledge, in our context – the formation of competencies and learning outcomes of students studying in the educational-professional program "Tourism" first qualification level "Bachelor", develops as a system.

The system approach in its characteristic reflection of reality, first of all, follows from the qualitative analysis of integral objects and the disclosure of the mechanisms of their integration. It is these features of the psyche (integrity and integral nature) have been the subject of heated debate throughout the history of psychological and pedagogical science. It seems especially important that the concepts of "system" and "structure" are defined in the scientific literature as "construction". According to K. Platonov (1986), such an interpretation should not only overcome the errors of one-sided interpretation of the structure as a structure of elements (in psychology and pedagogy – functions) or as a relationship between them (in psychology and pedagogy – interfunctional connections), but also as whole, which has an impact on the components of the whole formation. In this case, the relationship between system and structure will be clearer if you use the categories "phenomenon" and "essence". Structure is the essence of a cognitive phenomenon, ie system (Platonov, 1986, p. 92).

In the light of the outlined problem, we consider the view of V. Shadrikov (1996) to be present, which distinguishes the following features that characterize the system: it is integral, different from the environment; integrity has a functional character, functions – the product of a certain result; the result of professional training as a system can be the creation of a new product; aimed at a finite set of elements that have certain qualities; its individual components interact to determine the overall system;

the properties of the system are not reduced to the qualities formed by its components; is in information and energy interaction with the environment; changes the nature of functioning in relation to information about available results.

Thus, the systematic approach provides a holistic view of the problem of formation of competencies and learning outcomes of students enrolled in the educational-professional program "Tourism" of the first qualification level "Bachelor" and allows to consider: first, the unity of all components of the process; secondly, the integrity of this process as a pedagogical system.

It is important to emphasize that one of the specific laws of the pedagogical process in higher education, – emphasizes V. Ortynsky, – the compliance of educational influences of subjects of education to the spiritual needs and cognitive abilities of students (Ortynsky, 2009).

This pattern reveals the direction of action of the subjects of the pedagogical process, the desire to take into account the inner strengths of students in solving problems of their socialization and training. This activity, on the one hand, should best meet the objectives of future professional activity of students, and on the other – individual and group characteristics of people, their individual and group activities, physical and intellectual abilities, level of education and upbringing (Ortynsky, 2009).

Therefore, if the laws of the pedagogical process express a significant, necessary relationship between cause and effect, the principles that come from the laws are the main requirements that determine the general direction of the pedagogical process, its goals, content and methodology.

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