

3.3. IMPROVING THE EFFICIENCY OF TRAINING STUDENTS IN HIGHER EDUCATION INSTITUTIONS OF AGRARIAN PROFILE IN THE SPECIALTY «TOURISM»

In the new conditions of modernization of modern education, problems of transition to a methodologically oriented model of higher education, which forms the future specialist's ability to solve non-stereotyped professional tasks, to creative thinking, on the basis of the formation and development of general and profile specialized competencies are becoming relevant.

The problem of organizing high-quality practical training of students in higher education institutions is not new for scientific pedagogical discourse. The system complexity of the modern pedagogical process is substantiated by scientists from the point of view of the general theory of systems (V. Afanasyev, I. Zyazyun, V. Kremen, I. Poborskaya, V. Sadovsky), cybernetics (A. Berg, N. Wiener, V. Dyuk, U. Ashby), synergetics (V. Grebneva, O. Knyazev, S. Kurdyumov, A. Prigogine, O. Chaly and others). The analysis of pedagogical system, pedagogical process and pedagogical situation as objects of management was dealt with by V. Bezrukov, V. Bespalko, T. Dmitrenko, V. Kushnir, L. Rychkova, N. Talizina, V. Yakunin and others.

At the same time, the consideration of theoretical and practical scientific work proved that beyond the attention of researchers there was a complicated and multifaceted problem of modeling the pedagogical system of students training in the specialty «Tourism» in higher education institutions of the agrarian profile. The purpose of the article is to analyze and substantiate ways to improve the efficiency of students training in higher education institutions of the agricultural profile on the specialty «Tourism».

The analysis of scientific literature proved that the conditions for the successful application of pedagogical technologies are: designing an educational process with the subsequent possibility of reproduction of this project in practice; formation of the main didactic aims of education, which provides for the possibility of objective control over the quality of their achievement; structural and content integrity of educational technology; the choice of optimal methods, forms and means, dictated by the determined and regular connections of all elements of the technology; the presence of operational feedback that allows timely correction of the educational process.

In addition, the main characteristics of pedagogical technology should be considered its systemic, scientific, integrative, reproducible, efficiency, quality and motivation of training, novelty, informativeness, the possibility of replication, transfer to new conditions, etc.

The program of training students specializing in tourism, should be built in accordance with new socio-economic conditions and taking into account the specifics of the subject and product of labor in education and tourism, which is implemented in response to the demand of the tourism market, which guarantees the competitiveness of graduates.

The most important principles that should be taken into account when developing the strategy for developing a program for students in the field of Tourism are the following general pedagogical principles of vocational education: axiological (envisages creating conditions for students to understand the main task of tourism in the field of accessibility of students to values of cultural and natural heritage); content-structural principle of building a system of vocational education (reflects the priority of the formation of the content of vocational education in front of its organizational forms); systemicity and consistency as a general didactic principle of professional education; activity-oriented principle (based on the formation of the competence complex necessary for the graduate to perform future professional functions); individual motivation (reveals target development of the educational program in the context of guaranteeing employment and future career growth); continuity (involves continuous education); continuity of professional educational programs (provides free migration of a specialist in the professional educational space from initial professional training to postgraduate education), as well as the additionality of basic and postgraduate vocational education; the maneuverability of professional education programs (involves a possible change in a person, at one or another stage of life, at one or another level of professional education, in the field of professional activity or the receipt of parallel professional education); individualization of vocational education, providing his personal orientation; the integration of professional educational institutions, ensuring the activity and inter-sectoral

orientation of vocational education; optimizing the formation of the content of vocational education¹.

The content of vocational education of students studying in the specialty «Tourism» should be determined by the nature of the professional activities of future specialists. The training of students in this specialty is based on the concepts of professional pedagogy and tourism.

The success of the results of students training depends on the actions of general pedagogical and specific factors for tourism education.

Therefore, the formation of the content of the educational program for the training of students specializing in the field of tourism must be conducted taking into account the main factors and new trends that are manifested both in education and in tourism: the transformation of education into the most important cultural needs of modern humans; development of the tourism industry, culture and recreation; globalization and the gradual disappearance of international borders; the spread of new technologies both in education and in the field of tourism services.

Professional education of students specializing in the field of tourism should take into account the set of achievements in the field of tourism activity of this profile. Such a task can be solved by mastering the experience of tourism activities by students.

This experience consists of several components: cognitive and tourist; experience in social interaction; moral and ethical; spiritual and aesthetic; the experience of reflection; Experience of effective practical tourism activity.

Professional education in the field of tourism activity includes: timely provision of innovative information to students in the tourism sector; learning the skills of selection, interpretation of information and its effective use in decision-making processes; working out of skills of solving practical problems; development of entrepreneurial skills of students; increasing the adaptability of the future specialist and his confidence in his career.

The condition of successful professional training of a specialist is possible only if the theory and practice are combined, training on best practices, and the application of advanced educational methods in practice.

The effectiveness of vocational education of students specializing in the field of tourism depends on the success of mastering the students skills in cognitive autonomy and the ability to use the knowledge gained in a new environment.

The conditions for the successful development of future specialists in the educational program of the considered profile may be compulsory adherence to the following general pedagogical principles: a holistic approach to the content of vocational training, ensuring the transparency of the boundaries between general and vocational education, theory and practice, mental and physical labor, training and future employment; establishing partnerships between the field of education and the field of labor; realization of the direction of professional education on the development of personality, democratic values, environmental protection and the creation of new opportunities for each person; provision of students in the process of studying the general professional skills of transition from education to work; mastering competences that go beyond professional skills, the need of which is predicted by the trends of the modern educational sphere and innovations in the tourism business.

Adherence to these principles in education should promote the development of creative abilities of students, creating opportunities for maximizing disclosure of the personal and professional potential of a professional.

The processes of globalization, which are actively manifested in the modern world, affect, among others, the sphere of tourism. Consequently, students must acquire competence in the process of training, enabling them to operate in the new conditions of the modern market, including the international, as well as the market in the field of educational and tourist services.

This requires a specialist knowledge of language, culture, economy, the legal and social systems of partner countries, the observance of uniform technological and humanitarian norms. In

¹ Zholdak, V. I. (2001). *Osnovy menedzhmentu v sporti i turyzmi: orghanizacijni zasady* [Fundamentals of Management in Sport and Tourism: Organizational Principles]: pidruchnyk , no. 1, p. 288.

doing so, special attention is needed to the global tourism function, related to the creation of a single statistical space of tourism and marketing of future tourist needs.

The training of a specialist specializing in tourism should create conditions for the further development of the tourist market in our country. It should be emphasized that all of the above provisions increase the efficiency of students training, if they are taken into account when developing the tourism-training program.

The basis for the development of the curriculum of the educational program of students in the specialty «Tourism» was a competent approach. He not only defined the list of competencies, the formation of which is possible if the students successfully mastered the program, but also allowed the construction of a methodical training system for future specialists, including the construction of a main procedure for assessing the quality of the development of this program by students.

In developing the training programs for students in the field of Tourism, one must also take into account the laws of designing and designing professionally oriented learning, as well as the algorithm of action: the definition of diagnostic learning objectives; description of the expected result; substantiation of the content of training in the context of future professional activity of students; identification of the structure of the educational material, its information capacity, as well as the system of semantic connections between its elements; determining the necessary levels of mastering the studied material; development of the procedural side of learning (presentation of professional experience to be mastered by students in the form of a system of cognitive and practical tasks); the search for special didactic procedures for mastering this experience, the choice of organizational forms, methods, means of individual and collective educational activity; Identification of the logic of the organization of pedagogical interaction at the level of subject-subject relations in order to transfer students experience to new spheres of activity; selection of procedures for monitoring and evaluating the quality of program assimilation, as well as ways to individually correct educational activities.

Profile-specialized software module is combined with philosophical, communicative, civil law, historical-cultural, physical-mathematical, informational, socio-economic, natural, psychological, and pedagogical modules in professional training of a specialist.

Of special significance for the future professional activity of students in the specialty «Tourism» is profile-specialized competencies: knowledge of the basic theories and directions of domestic and foreign tourists; ability to understand, critically analyze received business information; readiness to demonstrate basic general professional theoretical knowledge about entrepreneurship in service tourism activity; professionally profiled knowledge, skills and abilities in the field of tourism business; the ability to apply in practice the basic knowledge of the theory and methods of shaping the successful activities of organizing and conducting tours; the ability to understand the principles of drafting tourist routes; readiness to use normative documents defining the cost of providing services; the possibility to apply in practice the knowledge of the theoretical foundations of management in the field of tourism service; the ability to use organizational and managerial skills in professional activities; possibility of formation of general scientific and tourist competence, detection on the basis of diagnostic indicators of levels of its formation, sufficient for future professional activity; the ability to identify the need, determine the possibility and implementation of tourism on the basis of diagnosing the needs of educational programs, interests and opportunities of students; establishment of professional contacts with specialists interested in the development of tourism in different regions, including outside Ukraine; involvement of colleagues interested in participating in tourist activity on the profile of their specialty; readiness to work in different firms, agencies, other institutions involved in the organization of tourism, participate in the work of centers that coordinate the development of various types of tourism in the region¹.

In addition, the need for the formation of communication business skills necessary for the establishment and development of working contacts with the local administration, including committees that deal with education and youth, representatives of cultural institutions, sports, travel

¹ Mel'nik, A. O., Chaplich, I. A. (2009): Perspektivy rozvytku vitchyznjanogo turizmu v umovah evroatlantichnoyi ntegraciyi [Prospects for the development of domestic tourism in the context of Euro-Atlantic integration]. Visnyk Hmel'nic'kogo nacional'nogo universytetu, No 9, pp. 76-80.

agencies, as well as the media, foreign partners on development of inbound and outbound tourism in the region. Ability to develop, promote the tourism market and implement innovative programs. Reflection of own professional activity, correction of it from the point of view of further professional improvement. Designing ways, methods and forms of competence development.

The analysis of the experience of higher educational institutions of Ukraine and foreign countries on the problems of good organization of practice confirms that it is ensured by a high level of social partnership, coherence of the activities of educational institutions and tourist organizations, the purpose of state policy, the clarity of the specified tasks, the availability of educational and production bases, and the skill of mentors. Under such conditions, it is possible to create educational structures focused on the use of market-based economic mechanisms, such as agencies, business centers that will develop innovative technologies for the practical training of students of higher agricultural educational institutions in the specialty «Tourism».

In addition, one of the conditions for the effectiveness of student training is the formation of teachers readiness for the formation of professional competencies of students of higher agricultural educational institutions, which are trained in the specialty «Tourism». It should be noted that the role of a teacher acting as an «identifier» for another person is confirmed by the thesis of the dialogue about the essence of communication between the teacher and those who learn in terms of understanding of the individual as a special individual style of culture.

The socio-cultural aspects of the teacher's work are the corresponding roles: a significant other, which creates symbolic images in the minds of those who are taught; the creative role of the teacher who forms the student's personality both intellectually and ethically.

One of the leading qualities of a teacher's personality is readiness for professional activity. Pedagogical aspects of readiness for professional activity were considered by such scholars as I. Zyazun (1997), N. Kuzmin (1980), A. Linenko (1998), I. Poluboyarina (2013), V. Tyurina (1993), O. Fedorenko (2012), R. Khmlyuk (1970), G. Yavorska (2006) and others.

Appointment - to ensure high results in the performance of any work. Readiness, according to S. Fedorenko, can be defined as a certain assemblage of the individual, which helps her to actualize and use their own opportunities for successful actions, that is, it is an internal adjustment to certain behavior in the process of educational activity, which requires an understanding of professional tasks, awareness of their responsibility, the desire to succeed¹.

The theoretical analysis of the research of the problem of professional readiness testifies that this category has various psychological and pedagogical interpretations and is considered as a state of preparedness (M. Dyachenko, 1976; L. Kandybovich, 2007, etc.); a specific state (M. Levitov, 1969; B. Lomov, 1984, and others); the basis of preparedness is fixed doctrines that are formed as a result of the integration of social and individual experiences and are internal regulators of human behavior (D. Uznadze, 1966); a set of moral, psychological and professional qualities (M. Dyachenko, 1976; L. Kandybovich, 2007, etc.).

In the structure of readiness for professional activity, the majority of researchers (Yu. Babansky, 1982; M. Dyachenko, 1976; S. Goncharenko, 2013, etc.) distinguish knowledge (a set of assimilated facts, laws of science, concepts, notions about objects and phenomena of objective reality, collective experience of mankind), skills (elements of activity, the way of action, provided by a combination of acquired knowledge and skills and allows you to perform an action with high quality, accurately and correctly), skills (automated components of conscious action of man, produced in the process of its implementation a certain experience of their application in practice, a positive attitude to activity, stable motives of professional activity, the presence of professionally significant personal qualities).

These definitions allowed to clarify the concept of «readiness of teachers» to form the professional competences of students, which is understood as a holistic, complex personal formation, integrative quality of the individual, combining professional knowledge, skills, skills and

¹ Fedorenko, S. (2016): Liberal Arts Education in the US Colleges and Universities as the Basis for Shaping Students' Liberal Culture. *Journal of Teaching and Education*, 5(1), 411–416. Available at <http://universitypublications.net/jte/0501/pdf/R5ME345.pdf>.

personality that ensure the effectiveness of their activities, the ability to overcome difficulties, self-evaluation of the results of this work, the need for professional self-improvement.

Implementation of the readiness of teachers to form the professional competence of students should be carried out according to the following principles: facilitation (provision of students of professional support - teachers, curators of the academic group, methodologists); dialogic interactions (the interaction of all participants is the nature of a dialogue in which each participant has equal opportunities to speak and everyone can be heard); personally oriented education and upbringing (ensuring the right to freedom of choice in the value position, the possibility of its effective implementation in the presence of an installation to overcome disharmony in interaction); consistency - phased assimilation of all structural components of professional knowledge, abilities and skills of the individual, alternate mastery of the skills of responsibility, tolerance, activity, assertiveness, etc.; continuity - the interconnection of all types of practice, when the development of the new is carried out on the basis of experience gained by students at previous stages of practical training. According to the leading ideas of the theory of activity (L. Vygotsky, 1983; O. Leontiev, 1977, S. Rubinstein 1989, etc.), scientific achievements of psychologists and teachers (V. Bezpalko, 1989; S. Goncharenko, 2003; V. Evdokimov, 2000; L. Kanishevskaya, 2011; I. Lerner, 1981; A. Linenko, 1998; V. Lozova, 2000; N. Nychkola, 1999; O. Padalka, 1996; O. Fedorenko 2008); structure of readiness of teachers to the formation of professional competence of students is considered in the unity of the following interrelated structural components: the content that combines the totality of knowledge about the essence of the basic concepts and the specifics of their formation; value-motivational as an actual aspect of professional activity, the desire to perform this activity at a high level, the ability to ensure the productive development of students, and lay the foundations for their own professional and personal growth; reflective-volitional, which involves the ability to choose a psychologically weighed decision, to become a controller's position towards himself, which contributes to a deep understanding of his own internal processes, which makes them subject to the highest spiritual powers of the individual; activity-technological, which involves the possession of forms, methods, techniques and technologies for the formation of professional competences of students of institutions of higher education of agrarian profile.

Formation of teachers readiness to form professional competencies of students of institutions of higher education of agrarian profile is defined as the totality and unity of elements of the activity of teachers, aimed at orientation of them to acquire theoretical knowledge of students and the ability to purposefully form them in the educational process of institutions of higher education of agrarian profile. This, in turn, requires the definition of criteria, indicators and levels of formation of teachers readiness for the formation of professional competences of students of institutions of higher education of agrarian profile; development, testing and introduction of the agricultural profile of the organizational and methodological support of the relevant process in the educational process of higher education institutions, as well as the verification of the effectiveness of the process of forming the readiness of teachers to form the professional competencies of the students.

Thus, the effectiveness of the training of students of higher education institutions of the agrarian profile in the specialty «Tourism» should be built in accordance with the new socio-economic conditions, taking into account the specifics of the subject and product of labor in education and tourism, which is implemented in response to the demand of the tourist market, that guarantees the employment of graduates.

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