

Professional Training in Institutions of Higher Education in the Conditions of COVID-19

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Abstract

Tourism is in close relationship with technological progress and innovative technological solutions. The tourism and hospitality industry is inextricably linked with the digital economy and at the same time the processes of digitalization of pedagogy. In this regard, the requirements that are imposed today on tourism graduates of all levels (secondary vocational education, bachelor's, master's) are high and must meet domestic and international standards of modern development. At the same time, the role of the teacher as the main subject of providing innovative pedagogical technologies, which will make it possible to fully develop all professional and personal qualities in the future tourism manager, is especially actualized. For this, it will be important to consider and evaluate the modern aspects of the pedagogical activity of a teacher within the university of a tourist profile. For this, methods of general and specific theoretical analysis of specialized scientific sources were used, as well as methods for systematizing the results. The main purpose of the article is to study the peculiarities of modern pedagogical technologies for teachers of tourism universities. As a result of the study, the main aspects of modern pedagogical technologies for teachers of tourism universities were identified.

Keywords:

pedagogy, pedagogical technologies, universities, teachers, innovative education

1. Introduction

Modern scientific and pedagogical activity requires the search for new methodological and methodological approaches in the process of forming the foreign language competence of a future specialist in the field of tourism. It should be noted that the effective use of information and communication technologies in this direction, which intensify the learning process, increase its effectiveness.

Modern teaching aids, which are complemented by new multimedia computer programs, distance

courses, Internet technologies, allow not only the effective presentation of educational material, but also the control of students' knowledge, skills and abilities. In addition, computer technologies should be used where it is necessary to organize a creative or search process, diversify the presentation of the material in order to stimulate the creative approach of students to perform tasks, for example, when preparing English-language presentations on a specialty, creating tourist booklets [1].

One of the innovative methods is the use of interactivity, which involves active two-way communication between the teacher and the student and some students with others. That is, there is an exchange of information between all participants in the educational process. So, thanks to the use of business and role-playing games with their subsequent discussion, students "live" in practice various situations close to real life, which contributes to the development of their communication and personal skills.

The professional activity of specialists in the tourism industry is considered in modern conditions in the context of global world challenges and contains inexhaustible material for constant growth. Scientific searches diversify the needs of practice and convincingly prove the need to improve professional education in the tourism industry with reference to innovative trends, using domestic and foreign experience[2].

The social significance of tourism in the educational and pedagogical context is determined by how it is possible to lobby for the educational values of tourism in the highest state authorities. This is the only moral form of lobbying that is allowed in a

democratic society. It requires not only the creation of sufficiently significant public organizations focused on the solution of various, urgent for society, educational programs on tourism, but also the direct entry into power of the most competent representatives of this sphere. Only in this case public and state management of tourism and tourism education acquires technological effectiveness and vitality. The personal significance of tourism education is manifested in the individually motivated and stimulating attitude of the individual to his own education.

Humanization of tourism education is a multidimensional concept. It covers the content of education, the methods of obtaining it, its immediate and contextual systemic tasks, the ultimate goal of education, the measure of accessibility, the ability of a person to start a certain educational cycle and stop it at any time, and then restore it again when he needs it. An important point in the humanization of tourism education should be not only the development of a person who acquires knowledge, but also the development of the social environment in which she has already begun to apply them or in which she is just starting to work after receiving education [3]. Humanization of the pedagogical process is understood as the basis of education. Self-development and self-realization of an individual is possible only in conditions of an equal dialogue (watering) between the subjects of the educational process. The modern learning process should be saturated with didactic models of synergistic polyvariant co-creation of learning subjects. This is done to merit certain social results, mutually agreed development of the newest values. It is necessary to realize that the actual problem-activity type of education, which replaced the informational one.

An important direction of tourism pedagogy is the development of the content of tourism education. Note that in the existing educational paradigms, the content of education, as a rule, is identified with a rather narrow concept - educational material. Documentary carriers of educational material are the curriculum, programs, textbooks, teaching aids, a variety of visual aids, content components of programs for computer, distance (telecommunication) types of education in the conditions of COVID-19 [4]. Professional education creates conditions for such self-realization through the knowledge of science-

intensive components of scientific knowledge. These components should be sufficiently stable in content, reflect fundamental and relatively stable in time bases and at the same time correspond to the branches of science, technology, production, the most stable theories, laws, patterns, concepts, ideas, methods and principles of forecasting, to take into account the development trends of the tourism industry, dynamics of facts and scientific knowledge in general, promising scientific and technological discoveries, the possibility of their use in the future.

2. Methodology

The main purpose of the article is to study the peculiarities of preparing students for a tourism orientation at universities in the context of COVID-19. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction. To more accurately reflect the main ways of organizing the innovation process of tourism preparation in institutions of higher education in the context of COVID-19 the method of functional modeling IDEF0 was used.

"Blocks and arcs" graphics IDEF0 diagrams display a manufacturing operation as a block, and the entry/exit interfaces to/from the operation are represented by arcs entering or exiting the block, respectively. In order to be able to describe production operations that exist in reality, it has been proposed to describe the interaction of blocks with each other by means of interface arcs expressing "constraints", which in turn determine when and how operations are performed and controlled [5]. IDEF has a number of tools designed to improve communication[6]:

- diagrams based on very simple block and arc graphics;
- natural language labels to describe boxes and arcs, as well as a glossary and accompanying text to determine the exact meaning of diagram elements;
- gradual detailing, in which the top level of the hierarchy shows the main functions,

and at the next levels there is a more detailed refinement of them;

- the scheme of nodes in the hierarchy of diagrams, which makes it possible to easily compile a list (index) of the parts placed on them.

3. Research Results and Discussions

Pedagogical innovation is a holistic process designed to create a new form of educational practice, that is, a conscious attempt to improve existing practice in accordance with certain desired goals. Unlike traditional education, innovative education aims not so much to form a certain amount of knowledge, but to ensure the development of the student's personality, it seeks to take into account the individuality, originality, self-worth of each person. The development of pedagogical technologies for university teachers of the tourism profile of education involves not only ensuring the continuity of the educational process as in a university, but most importantly, the transformation of knowledge into a new quality of professional and social consciousness. Changes in pedagogical technologies for university teachers of the tourism profile occur in their basic characteristics (Table 1.)

Table 1: The main changes in pedagogical technologies for university teachers of the tourism profile

<i>N^o</i>	<i>Basic characteristics</i>
1	a combination of types of classroom activities
2	the sequence of disciplines, calculated according to the criteria for achieving the required result of the educational process
3	points, moments, frequency, forms and methods of control of the formation of professionalism
4	ensuring a certain status of disciplines and technological features of its presentation
5	improvement of methods of education

In innovative education, the student's subjective experience, his abilities, interests, value orientations, intellectual capabilities are determined when selecting goals, content and teaching methods. Unlike the traditional one, in the innovative one the main character of the educational process is not the teacher, but the student. The role of the teacher is to maximally identify, evaluate, use the individual abilities of the student, help to know oneself, self-determine and fulfill oneself. We believe that the most priority and promising areas and methods of introducing innovative pedagogical technologies that have a positive effect on the formation of the methodological competence of future tourism specialists should include module-developing training, information and communication technologies, and the project method. These learning technologies are student-centered pedagogical technologies that ensure the professional and social mobility of the future specialist, his competitiveness in the labor market [7-8].

The basis of modern information technologies of education is made up of electronic computers, software and methodological support and advanced communication tools. When using information technologies, the possibilities of independent work of future tourism specialists are expanding. It is based on work with training programs, testing systems, information databases.

Mastering modern information technologies becomes one of the main components of the professional training of any specialist, including in the field of tourism, requiring the development and implementation of professionally oriented programs and courses in the educational process aimed at mastering the basics of the necessary knowledge and accumulating personal experience in their use. In their professional activities. In the training of future tourism specialists, it is important not only to equip with knowledge, but also to develop the skills to acquire knowledge and use it in professional activities. Therefore, one of the productive pedagogical technologies in the formation of professional and methodological competence of future tourism specialists, we consider the design methodology, which is based on the integration and direct application of students' knowledge acquired during practical project activities [9].

The task of forming professional and pedagogical skills in tourism is solved by conducting educational trips for many days. An integral part of the professional training of students specializing in physical culture and health work and tourism, classes in the course of sports and pedagogical improvement. The content of the course should include questions of the practice of sports tourism. In addition to the above, the formation of knowledge, professional and pedagogical skills and abilities among future tourism specialists is facilitated by their active participation in after-hours in hiking trips, in competitions in tourism technology and terrain orientation techniques, which must be included in the institute's calendar of mass sports events. An important place in the extracurricular forms of students' studies should also be occupied by tourist take-offs organized by the tourist club of the institute. In the process of teaching tourism, special attention should be paid to the internship of future specialists in the role of leaders of groups of weekend hikes conducted according to the program in their institute or sponsored schools and organizations.

The development of mass tourism, in addition to training professional personnel, also requires the presence of a public tourist asset. The preparation of such an asset is carried out by the Institute for Advanced Studies of Tourism and Excursion Establishments and its branches in the field, as well as regional schools for the training of tourist personnel [10].

Let us dwell in more detail on some of the features of the professional and tourist training of future teachers. Considering that tourism is inherent, like no other means of educational and physical education, certain rules and regulations, a specialist in this area is responsible for solving many complex problems related to ensuring the safety and reducing injuries of participants in hiking trips, life support for people in extreme conditions, strict observance of the law on nature protection. Therefore, a system for the formation of special knowledge, skills and abilities is needed [11]. All tourist professional workers must have a certain amount of theoretical knowledge, practical skills and abilities in the main types of tourism, professional abilities necessary to conduct organizational, pedagogical and scientific-methodological work on tourism and excursions, its

subdivisions in the field, the system of educational institutions, the place of residence of the population, in day camps at schools, at stations for young tourists, in schools for schoolchildren, at tourist centers, in collectives of physical culture of industrial enterprises, institutions, in tourist sections and clubs. Special knowledge. This is an integral body of knowledge and ideas about tourism as an objectively developing phenomenon, brought into the system. With the help of special knowledge, there is an awareness of the goals and objectives of the development of tourism as an important social and social phenomenon, its role and place in the system of physical education. The content of this section also includes knowledge of the basics of local history, natural history, cartography, topography, geography. Special knowledge is formed on the basis of the study of all disciplines taught in a pedagogical educational institution [12].

After we have studied the issues of our study in detail, it will be important to systematize the existing information and form a visual system for reflecting the main ways of organizing the innovative process of tourism training in higher education institutions in the context of COVID-19. For this, according to the authors of the study, the IDEF0 functional modeling method will be more effective.

Thus, the first step in this process will be the formation of a tree to achieve the final goal A0 - Organization of the process of innovative tourism preparation in higher education institutions under the conditions of COVID-19, which will indicate the main stages and relationships of the model we have formed (Fig. 1).

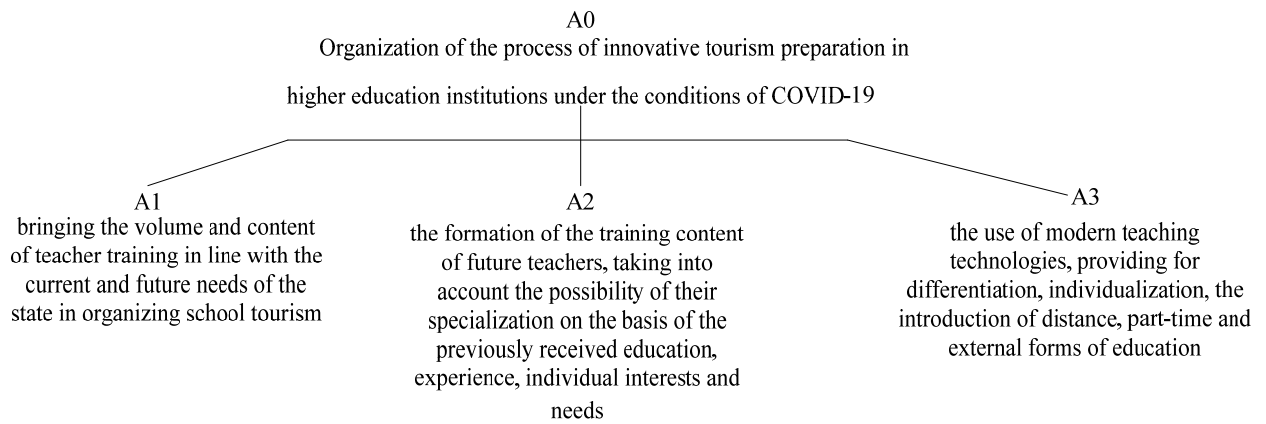


Fig.1. Tree of achievement of the ultimate goal A0 - Organization of the process of innovative tourism preparation in higher education institutions under the conditions of COVID-19

The next important step of this IDEF0 model will be a graphical representation of the key elements, mechanisms, control methods and outputs that are

used and formed as a result of achieving the ultimate goal A0. So, Fig. 2 shows the control elements (C), mechanisms (M), inputs (I) and outputs (O).

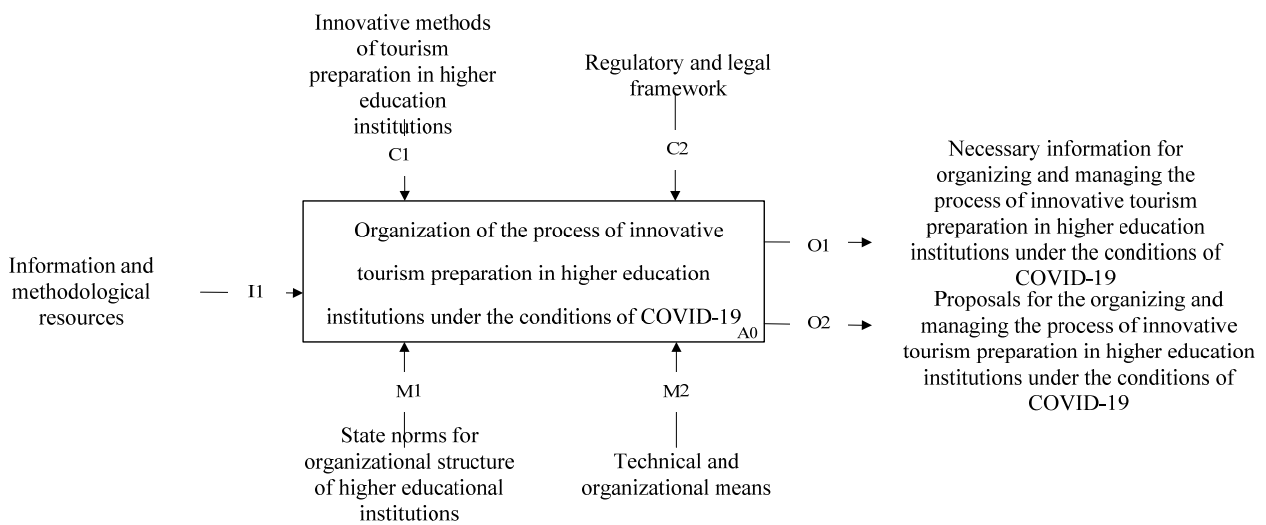


Fig.2. Systematization map of the main parts of achieving the final goal A0 - Organization of the process of innovative tourism preparation in higher education institutions under the conditions of COVID-19

The final step in building our model will be the creation of a decomposition of the achievement of the final goal A0, which will show the path to achieve the main goal, indicating its main stages (Fig.3).

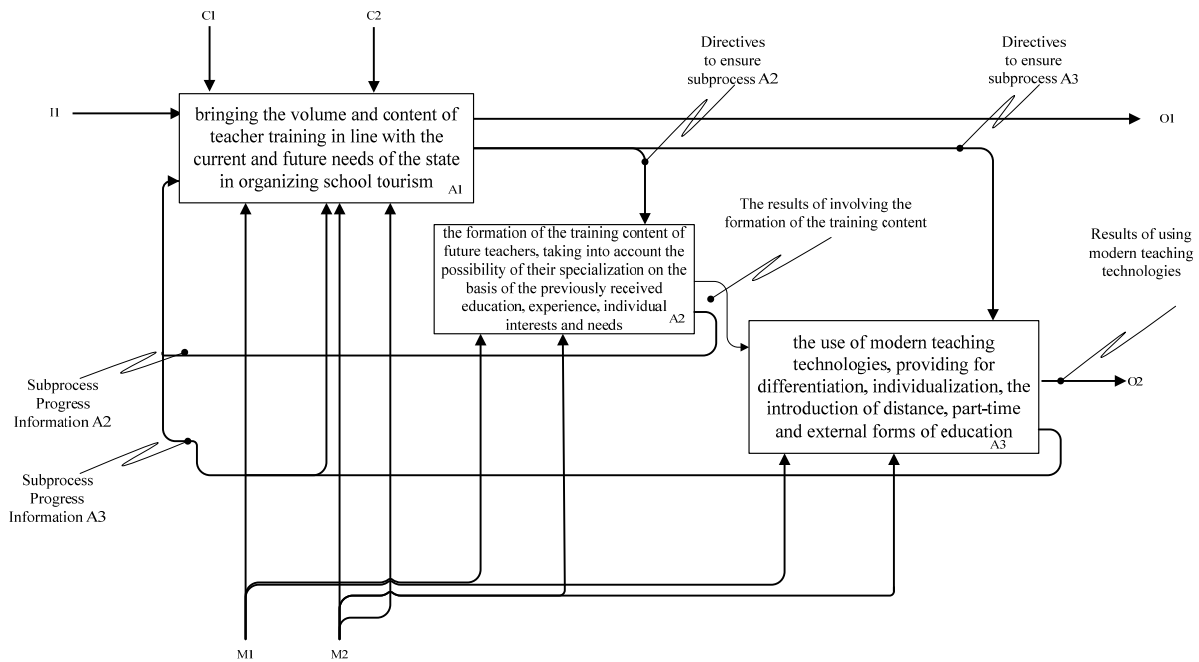


Fig.3. Decomposition of achieving the final goal - A0 - Organization of the process of innovative tourism preparation in higher education institutions under the conditions of COVID-19

So, as a result of using the method of functional modeling, we systematized a complex and complex process of organizing the innovative process of tourism training in higher education institutions in the context of COVID-19.

The didactic basis of the content of training and education of students in the context of the formation of the readiness of future teachers for professional tourism activities is the pedagogically grounded, problem-presented and didactically adapted systemic content of the corresponding subjects, which constitute the personal, value-motivational, content, operational-technological and reflective components of the study, the content of real life activity a person through a system of appropriate abilities to organize tourism activities[13]. Thus, the content of education in realizing the readiness of future teachers for professional tourism activities is formed from two sources: the didactically transformed corresponding content of educational subjects, on the one hand, and the requirements of life and future practical, including professional activities of students, on the other. The content of education related to the preparation of teachers for professional tourism

activities is determined on the basis of the content of secondary general education, on the basis of society's requirements for staffing tourism, for the means, forms and methods of professional activity based on educational and professional programs of the corresponding direction and includes a wide range of pedagogical, social, economic, legal, organizational training of teachers, etc. The content of teacher training for professional tourism activities is regulated by state standards, curricula, programs and other regulatory documents of government bodies [14].

So, the versatility of educational and sports and health tourism determines an even greater need to differentiate the job structure of personnel in order to meet the needs of schools in tourism specialists who are well versed in local history, knew several foreign languages (Russian, German, English), would be good physically and mentally prepared. The tourist industry also requires such a position as a "guide-guide" with a certain specialization, in particular, water, hiking, mountain, etc. in order to ensure high efficiency and safety on the routes [15]. It has been proven that a significant amount of money is spent by

tourists on permissive and entertainment activities, providing a positive emotional mood, and relieving psychophysical fatigue. Consequently, organizing these school tourism activities requires training and animation specialists.

4. Conclusions

From the foregoing, we can conclude that the main vector for the development of tourism pedagogy is the substantiation of professionally oriented innovative technologies, the backbone of which is the development of creativity, active cooperation between students and the teacher, their interaction.

It is obvious that social conditions have set a large-scale task for teachers: to transform the education system and, through it, the entire zone of influence of the educational system on the development of society. Therefore, the training of a creative teacher who is able to make an independent worldview choice not only in terms of knowledge, but also in terms of life and practice, to be able to teach this to young people is a rather important task of the present. This is especially important in the formation of specialists in such a "vulnerable" industry as tourism.

To systematically update the content of education, it is advisable to refer to the value judgments of the most competent experts, to use their professional knowledge, creative potential to adjust the prognostic models of specialists, to make changes in the content and process of professional training of tourism specialists. An important direction in the development of the tourism education system is attracting additional sources to finance the educational process, including the so-called "third sources" (the first is the budget, the second is the tuition fees paid by contract students), mastering the methods and principles of fundraising. Targeted search, finding and competent use of off-budget sources of funding (fundraising) is new to our education system. Despite the functioning of tourism organizations, the purpose of which is to collect information, analyze and disseminate best practices in fundraising, the mechanisms for disseminating the best technologies for attracting funds from additional sources for the development of the education system,

including tourism, do not work in the context of COVID-19.

Thus, travel companies need specialists with a high level of professional competence, creative individuals who are able to ensure the production of high-quality competitive services. The imperfection of curricula, practice programs, the lack of a clear and well-thought-out system of practice gives rise to problems and omissions in the training of a specialist, in the formation of technological skills. The current system of universities in the tourism specialty is not aimed at forming a complex of professionally significant personality traits that ensure high professionalism of future specialists in the tourism industry. Therefore, an effective solution to the problem of practical training of students requires updating approaches to the use of methodological forms, means and types of practical training.

The effectiveness of the organization of practical training should be ensured at the state and sectoral levels, cooperation between students and university teachers. In search of ways to improve the practical training of future specialists, it is necessary to analyze the requirements of the modern tourism industry, develop a system of professional functions, typical production tasks and the corresponding sets of skills for the professional activity of a future specialist. Trying to create a training system that is ahead of the industry's order does not always pay off. Therefore, the creation of an optimal system of complementarity and mutual enrichment of the two structures of a travel company and universities in the preparation of a modern specialist with the necessary knowledge, had modern practical training, possessed the latest technologies of the production process, is a real task of building a general theory of higher professional education.

Simultaneously with educational tasks in the campaign, educational ones are also solved. This refers to the consolidation of knowledge in local history, natural history, topography, obtained by those who are engaged in hiking, that is, in this case, the theory is supported by practice. In derivative conditions, knowledge about the methodology of the formation of motor skills and abilities is also improved.

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