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ADAPTATION OF STUDENTS OF HOTEL AND RESTAURANT BUSINESS TO PROFESSIONAL ACTIVITY

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The article considers the process of adaptation of future specialists of specialty “Hotel and restaurant business” for professional activity, as a component of professional competence of future specialist of hotel and restaurant business. Was given the definitions of the concepts such as “professional competence”, “adaptation” and “professional adaptation”. In the article the author have highlighted and examined several kinds of professional competence (special competence, social competence, personal competence, individual competence), the presence of which indicates to the adaptability of graduate to professional activity. Also author has identified three interconnected stages of professional adaptation: pre-university, university, postgraduate and have analyzed the process of adapting to the professional activity at each of these stages. Have been identified the problems that students are faced in the learning process and the difficulties that arise in the process of practical training on enterprises of hotel and restaurant business, what in future leads to a low level of professional adaptation of students of specialty “Hotel and Restaurant Business”. The author has allocated such problems as: imperfection of programs of practices, lack of time, lack of interest among workers of hotel and restaurant industry in the organization of practice of students, absence of students enough abilities and skills, lack of connection between theoretical courses and programs of practices. The author proposed the possible solutions to these problems. Further consideration requires the issues related to the improvement of system of practice in the process of training specialists of specialty “Hotel and Restaurant Business”.

Key words: adaptation, professional activity, competence, professional orientation, specialist of hotel and restaurant business.

The success of professional training of specialists in hotel and restraint business is determined by the content of education, the adequacy of its labor market needs and professions. An indicator of the effectiveness of such training is an adaption of graduates for professional activity and its quality performance. It may be noted that nowadays young professionals are faced with such a problem when

enterprises and firms of hotel and restaurant business prefer to workers who have experience than graduates who have enhanced knowledge, but unfortunately can not apply it in practice. That is why it is very difficult for young professionals to find a job right after graduation and most of them remains unclaimed. Employers are very reluctant to hire graduates of the specialty "Hotel and restaurant business" for work. They explain that they need specialists who are ready immediately, without a number of questions to begin their professional activity, but graduates do not always prepared for this. For employers it is very important because quite often, opening enterprises or companies of the hotel and restaurant business, owners of these companies do not have special education in this area and count on competent of professionals they hire to work. That is why the hotel and restaurant businesses need for professionals who can work independently and creatively generating competent innovation, new ideas and proposals, demonstrating a willingness to realize them successfully in terms of competition.

So, the inclusion of students in the new environment requires to establish links with it, fulfillment those requirements that apply to him employer. That's why it is important to trace how these connections are established and understood that promotes and prevents for adaptation to the new conditions of the graduate. The solution to this problem is important not only to accelerate the process of "inclusion" graduate into a professional activity, but also to enhance the general level of professional competence in the process of preparation of future specialists in hotel and restaurant business.

An analysis of publications has shown that nowadays philosophers, sociologists, educators, psychologists are actively research of social adaptation of youth. High attention is paid to professional adaptation in the works of E. Zyeyera, E. Kovalev, E. Tkachenko and another authors.

It's enough deeply developed general theoretical foundations of the problem. Has been studied philosophical and psychological foundations of adaptation of specialists in different spheres of life (G. Andreeva, A. Asmolov, L. Buyeva, L. Vygotsky, V. Zahvyazynskyy, B. Lisovskiy, A. Peter, S. Rubinstein, etc.);

mechanisms of individual adaptation in the collective (A. Makarenko, V. Sukhomlinsky, S. Shatsky, etc.); psychological aspects of adaptation (B. Ananiev, A. Leontiev, A. Markov, I. Yakymanska, etc.); features of socio-pedagogical adaptation (A. Belkin, P. Litvak, A. Mudrik, V. Semenov, etc.); foundations of professional self, professional orientation and competence (V. Bospalko, C. Vazini, E. Klimov, T. Kalugin, K. Levitan, V. Slastenin, A. Usov et al.).

However, in the literature, in practice of professional training there is no one single approach to solving interesting problems of adapting students specialty “Hotel and restaurant business” for professional work, which helps to make purpose and task of this work.

The purpose of the article is to study the process of adaptation of students of specialty “Hotel and restaurant business” for professional work.

According to the objectives of the research such tasks were set:

- To consider the process of adaptation to the professional activities as a component of professional competence of future specialist of hotel and restaurant industry;
- to give a definition for such concepts as “professional competence”; “adaptation” and “professional adaptation”;
- to define the stages of professional adaptation of students specialty “Hotel and restaurant business”;
- to identify the problems of low level of professional adaptation;
- to suggest possible ways to solve these problems;

For generalized characteristics of professional work in any industry used terms such as “professionalism”, “qualification”, “professional skills”. To characterize the professional and personal qualities of professional of hotel and restaurant business possible to use a concept such as “professional competence”.

In different definition of “professional competence”, accents are placed differently: in some – the emphasis is on professional activity: the possession of knowledge, abilities and skills of professional activity; in others the emphasis is on his personal qualities.

By the concept of professional competence implies the highest level of professionalism; level of training; the availability among the young specialist abilities for self-development.

There are several types of professional competence, the presence of which indicates to the adaptation of specialist to professional activity:

- special competence – the possession of professional activity at enough high level, ability to design own further professional development;
- social competence – the ability to conduct a common professional activity, to cooperate, to serve customers and take social responsibility for the results of their work;
- personal competence – the possession of the methods of personal expression and self-development and the possession of methods of confrontation of personal professional deformations;
- individual competence – the possession of the methods of self-realization and the development of individuality within the profession, readiness for professional and personal development and self-organization [1].

The competence of specialist in hotel and restaurant business is determined by the employers of practical experience and skills rather than theoretical knowledge. The first requirement that the employer imposes to specialist in the hotel and restaurant business – is the availability of work experience. So it is important when at the enterprises of hotel and restaurant business, which serve as bases of practices had all the conditions for reopening the individual and full adaptation of the educational process to the needs and demands of society. Using the unique capabilities of the company can allow in the process of learning to adapt the knowledge and skills of students of specialty “Hotel and restaurant business” for professional work.

So adaptation as a process is especially important in the formation of professional and personal qualities of specialist in hotel and restaurant business that are necessary to carry professional activity and acts as the main indicator of professional competence.

The term “adaptation” was first introduced in the scientific lexicon by the German physiologist Aubert in 1865 to characterize the phenomenon of “adaptation” to influence relevant stimuli. Currently, the term is used in biology and medicine, sociology, psychology and pedagogy. Comparison of different definitions of “adaptation” shows that its interpretation that used in different fields of science, very close in meaning, namely “adaptation” (in biology), “addictive” (in physiology and medicine), “learning and transformation” (in psychology). Thus we can conclude that in the general phenomenon of adaptation is the adaptation of the individual to the environment [1].

In the opinion of V. Aschepkova, the mechanical transfer of this concept in the area of pedagogy is unacceptable because that term has another meaning, as it is filled with a new social sense [1].

Social adaptation in the opinion A. Moroz is multifactorial and multidimensional process of entering personality to the new social environment for the purpose of general activity in the direction of progressive changes as a person and environment [2].

Professional adaptation, as one of the most important components of social adaptation is a process of entering of person into the profession, the process of addiction to the professional conditions and requirements for the structure and content of professional activity, to the specific professional group. But successful professional work can be considered only if the person not only has learned specific professional standards but also have an opportunity for self-fulfillment, for creativity and self-development. Professional adaptation is an important component of the system of training of competent professionals, is a regulator of communication between education and profession [5].

According to L. Egorova professional adaptation is a fairly long process that is the result of purposeful activity of secondary school, university and professional collectives, that employ young professionals after graduation.

So we can distinguish three interrelated and interdependent stages of professional adaptation:

– *pre-university* – related to professional orientation. At this stage, the entrants are introduced with the world the professions, determine the scope of future professional activity, identify the motivations, inclinations, prerequisites for their chosen future profession.

– *university* – stage of professional training. Formation and adjustments of professional orientation, development of professional skills, personal qualities.

– *postgraduate* – the stage of professional activity. At this stage young specialist adapts to the conditions of professional activity, to collective, to the new social status, the professional and personal occurrence into the professional activity, realization of the personal and professional potential of the specialist.

The main problem lies in the fact that low level of professional adaptation manifests on the first – pre-university stage. Enrolling to specialty “hotel and restaurant business” many students and their parents have a vague idea about their future profession. Other words if we talk about the motivation of choosing the future profession, some explain this by opportunity to earn big money. Others are oriented on the prestige and novelty of specialty. And only a few noted that the motivation of their choice was understanding of future activity as a very interesting and creative work.

Thereby, entering to the university with such motives, and moving to the next stage of professional adaptation, the situation does not change. Because, again, many first-year students is not fully understand what do the specialists in hotel and restaurant business, naïvely suggesting that they are resting all day but not engaged in service often dissatisfied customers, being on their feet all day from morning until late night.

Therefore it is important when in preparing future professionals in the hotel and restaurant business, starting with the first course was accounted the essence and content of the real future professional activity.

So it becomes relevant qualitatively another approach to the course “Introduction to specialty”, which is practiced in many universities. And it is not just about the number of hours allocated for the course, but also about quality of the

material that taught on this course. Also an important place in professional adaptation of the first year of study plays an introductory practice of students. The objective of this practice should be to familiarize students with the specifics of future professional activity, with current directions and methods of work in the industry, the duties of every of the employees, and the most importantly is the formation of interest to future professional activity and motivation for further study.

No less important stage of professional adaptation is practice based on enterprises of hotel and restaurant business. At this stage, students are faced with a number of difficulties, such as:

- imperfection of programs of practices (between the programs of practices is not traced the continuity);
- insufficient of time (practice lasts from 2 to 6 weeks, for the acquisition of real experience that is not enough);
- lack of interest on the part of employees of the hotel and restaurant business in the organization of practice of students on the basis of their enterprises;
- absence among the students-improvers enough skills for quick inclusion into the work at the enterprises (predominance of theoretical knowledge);
- lack of connection between theoretical courses and programs of practices.

Problems that are solved only partially deepened in postgraduate stage of professional adaptation problems that are solved only partially deepened at postgraduate stage, what leads to a low level of professional motivation and outflow of graduates in other fields of activity. In this situation, there is a need to strengthen the practice-oriented training: introduction not only theoretical courses, but also professional workshops that will increase the level of professional adaptation of students to their chosen profession.

Enterprise managers of hotel and restaurant industry often complain of poor training, blaming in all educational institutions and in every way deviating from the joint work with training. Not many companies agreeing to take to the practice students give them the opportunity to really work out in servicing clients. Most of the the owners of enterprises in hotel and restaurant industry offers students in the best

case to distribute flyers to passersby and at the worst - to sign documents without practical training. So, this kind of an unsuccessful practice often leads to frustration in the profession and lack of motivation in further education. Does not withstanding this period of adaptation, after graduation, many graduates go into other areas. And go away often no worse, but the best graduates.

In our opinion, a good solution of the problems would be the involvement to the day of open doors, that are held in all universities, the owners of enterprises in hotel and restaurant industry, which could briefly talk about the specifics of future work in the hotel and restaurant industry and identify areas of future professional activity. Also it would be necessary to organize workshops, seminars, round tables with the participation of workers in hotel and restaurant industry, which could tell from their own experience about the peculiarities of future professional activity, to define professional skills that should have the specialist of hotel and restaurant business, and to answer all the questions of students.

And to accelerate the process of adaptation of young specialists for professional work it is necessary to improve programs practices, to build interrelation between them and the logical sequence in order to enable students train in serving customers. For example, in the Swiss College of hotel business students specialty “Hospitality” two months work in the kitchen, two in housekeeping, then in room service, in the reception etc. They consistently learn all the standards of the company. Graduate of such university you can take to work, and the next day he would be qualified to perform their duties. So the employer knows that the diploma of such graduate – the guarantor of success.

So we can conclude that a key element in the process of adaptation of students to professional activity should protrude employers at all levels, from the level of vocational guidance and so on until employment of graduate.

The best feature of professionalism of specialist of the hotel and restaurant business is professional competence. Under the professional competence understand the highest level of professional and business reliability, level of training, the availability of future professional capacity for self-development, creativity, rapid

adaptation to professional activity. So, this definition allows us to consider adaptation of specialists in hotel and restaurant business to professional activity as part of their professional competence.

Adaptation as a process is especially important in the formation of professional and personal qualities of specialist of hotel and restaurant business needed to perform their professional activity. Because today, in the labor market will demand only the specialists who are ready immediately independently and without prompts to start work and perform their job effectively, bringing profit to the enterprise. Professional adaptation is an important component of the training system of competence specialists should be carried out at all stages, from pre-university and post-finishing. On the open days in higher educational establishments should be carried out not only university entrants meeting with the only participation of teachers of the department of tourism, hotel and restaurant business, but also with the participation of workers of hotel and restaurant industry, in order to form real idea of the future profession. As for students entering to the specialty “Hotel and restaurant business” characteristically a positive perception of their future professional activity as easy and enjoyable, associated with rest of people and getting positive emotions. But, this representation being incomplete, leads to the fact when future specialists in hotel and restaurant business are faced with real practical activity, they lose much of professional motivation to work, and go to other areas.

It is very important stage of professional adaptation is a professional vocational guidance, which forms a correct idea of their future profession. Another very important step in professional adaptation is the practice of students based on enterprises of the hotel and restaurant business. Because employers when hiring graduates are forced to explain those simple things that they should already know. The observance of this stage is important in order to come to work university graduates have already been professionally adapted and clearly knew the specifics of their work and that would be evidence about their professional competence.

So in order to increase the overall level of professional competence of graduates, and to accelerate the process of adaptation of young specialists in hotel

and restaurant business to professional activity, should take appropriate measures: to engage employees in hotel and restaurant industry to conducting of open houses, seminars, conferences with students; to review the materials of course “Introduction to the profession”; pay more attention to the practice than theory.

Performing of scientific research does not claim to be exhaustive of all aspects of the problem. Further consideration requires the questions related to the improvement of practice in the specialty in the process of preparation of specialists in the hotel and restaurant business.

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Пицул К. С.

Адаптація студентів до професійної діяльності при підготовці фахівців з готельної і ресторанної справи

У статті розглядається процес адаптації студентів спеціальності «Готельно-ресторанна справа» до професійної діяльності, як компонент професійної компетентності майбутнього фахівця з готельної і ресторанної справи. Дано визначення поняттям «професійна компетентність», «адаптація» та «професійна адаптація». Виділено та розглянуто кілька видів професійної компетентності, наявність яких вказує на адаптованість людини до професійної діяльності. Визначені три взаємопов'язаних і взаємообумовлених етапи професійної адаптації, а саме: довузівський, вузівський, післявузівський, та проаналізовано процес адаптації до професійної діяльності на кожному з цих етапів. Виявлені проблеми, з якими студенти стикаються в процесі навчання та складнощі, які виникають при проходженні виробничої практики безпосередньо на базі підприємств готельно-ресторанної індустрії, що у подальшому призводить до низького рівня професійної адаптації студентів спеціальності «Готельно-ресторанна справа». Запропоновані можливі шляхи вирішення зазначених проблем. Подальшого розгляду потребують питання пов'язані з вдосконаленням системи практики з фаху при підготовці фахівців з готельної і ресторанної справи.

Ключові слова: адаптація, професійна діяльність, компетентність, професійна орієнтація, фахівець з готельної та ресторанної справи.

Пицул Е. С.

Адаптация студентов к профессиональной деятельности при подготовке специалистов гостиничного и ресторанного дела

В статье рассматривается процесс адаптации будущих специалистов специальности «Гостинично-ресторанное дело» к профессиональной деятельности, как компонент профессиональной компетентности будущего специалиста гостиничного и ресторанного дела. Дано определение понятиям «профессиональная компетентность», «адаптация» и «профессиональная адаптация». Выделены и рассмотрены несколько видов профессиональной

компетентности, наличие которых указывает на адаптированность человека к профессиональной деятельности. Определены три взаимосвязанных и взаимообусловленных этапа профессиональной адаптации, а именно: довузовский, вузовский, послевузовский и проанализирован процесс адаптации к профессиональной деятельности на каждом из этих этапов. Выявлены проблемы, с которыми студенты сталкиваются в процессе обучения и сложности, которые возникают при прохождении производственной практики непосредственно на базе предприятий гостинично-ресторанной индустрии, что в дальнейшем приводит к низкому уровню профессиональной адаптации студентов специальности «Гостинично-ресторанное дело». Предложены возможные пути решения указанных проблем. Дальнейшего рассмотрения требуют вопросы, связанные с совершенствованием системы практики по специальности при подготовке специалистов гостиничного и ресторанного дела.

Ключевые слова: адаптация, профессиональная деятельность, компетентность, профессиональная ориентация, специалист гостинично-ресторанного дела.

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