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**IMPROVEMENT OF THE PROCESS OF PREPARATION
AND PRESENTATION OF THE FINAL QUALIFYING RESEARCH
PROJECT ON THE “TOURISM (BY TYPES)” SPECIALITY**

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Improvement of the Process of Preparation and Presentation of the Final Qualifying Research Project on the “Tourism (by Types)” Speciality

In the article, on the basis of the analysis of typical errors that allowed students during the execution of final qualifying work (project), consider the possibility of improving the conduct and protection of scientific research. Found that the final qualification works have a common structure, characteristic of all scientific research. Students of the specialty “Tourism (by types)” this structure can withstand, however, due to errors in the formulation of the conceptual apparatus, work is logical harmony, scientific importance, the results of its dubious. Covers the main aspects that we need to pay attention in the formulation of the topic research, its goals and objectives, definition of its subject and object.

Determined that the object of study must be necessarily connected with the sphere of tourism – the future professional activity. Recommended when identifying a research topic to focus on its practical importance; in the formulation of the topic and purpose of the study avoid contradictions, pay attention, that the theme of the study should identify the subject and object; ensure an orderly structure of work due to the ratio of the work plan and the objectives of the research.

Analyzed typical comments to the content (the logic of the presentation, semantic repetitions, descriptive, absence of analysis and author's position), and style (journalistic, the use of household vocabulary) the body of the work and findings of the (lack of consolidation). Outlines the responsibility of research leader for the quality of the investigation.

Key words: graduation thesis, master's studies, speciality “Tourism (by types)”.

Ukrainian higher education branch standards for the “Tourism (by types)” speciality of the “Service Sector” [1; 2; 3] subject area (hereafter referred to as “The Standard”) involve evaluating the quality of educational and professional programs mastering, the level of professional knowledge and skills, the degree of formedness

of the system of professional competencies using such a method of integrated diagnostics as the graduate qualification work defence.

Despite the fact that all the basic requirements for the graduate qualification work are presented in The Standard in details, the results of the state certification of Master's training in this speciality show that students make numerous mistakes that are repeated every year. We observe the inability of students to organize, structurize, analyze and synthesize information; to express and give proofs of their position; to apply their understanding in research work, which leads to the conclusion of the unwillingness among the students to do the graduate qualification work. Inconsistency in the formulation of the basic elements of scientific apparatus (topic, issue, goal, object, subject, hypothesis and the research task) can be found very often.

It should be noticed that the organization of research work in the process of training specialists in tourism sphere becomes more complicated because of many objective reasons, among which is uncertainty of conceptual foundations of the tourism theory. As a result, currently there is no scientific and methodical provision with organization of scientific research for future tourism agents; while the recommended literature for studying the discipline "Methodology and Organization of Scientific Research" [4, p. 22], was released in 1965 – 2005's and is morally out of date.

So, we can see an obvious contradiction between the need for training qualitative graduate qualification work by the student of speciality "Tourism (by types)" and the lack of scientific achievements and educational guidance on its organization and implementation. Since the amount of the article is limited, in this publication we aim to observe only the possibility to improve the process of training graduate qualification work.

Currently, all major elements of research are subordinated to standardization, that's why the structure and design of the graduate qualification work are similar, regardless of training or speciality directions, but the formulation of the conceptual apparatus has its own specifics, which we are going to discuss.

Master course diploma starts with the introduction, which defines the problem, the actuality of the topic; defines the goal, task, object, subject and methods of the research; mentions the scientists' names, whose works contain the considered issues; sets elements of scientific novelty and practical meaning of the results. Since most of the faults that we observe during the graduate qualification work defence are related to the mistakes, which are usually made in the beginning of the research, it is appropriate to dwell on this stage in a detailed way.

According to the Standard, the topic of the graduate qualification work “should be problematic and reflect current issues of tourism development in the world, country (region, destination), the formation and implementation of the national tourism products of the specialized (specific) tourism based on regional approach, development of tourism (excursion) service programs, rationale as for the development of tourism destinations and tourism clusters in Ukraine, the practical use of progressive technologies of tourism and excursion services taking into account achievements of modern science theory and methodology of tourism” [2, p. 12], but also should be “based on the material of actually existing tourism enterprises and their associations, tourism organizations, structural subsections of central and local authorities in tourism sphere” [2, p. 11 – 12]. We will not dwell on the contradictions that contain provisions of the standard (for example, solution of the actual issues of tourism development in the world on the example of the particular company), we will note that the topic of the research is a set of the object and the subject. In other words, the topic of the work should be a brief information content.

While determining the topic we should dwell on the correctness of the formulation and specification of every concept that is used in the title. For example, the topic “Improving the management system of the tourism enterprises in Luhansk region”, first of all, means establishment, which enterprises exactly refer to: all belonging enterprises to the tourism industry, or just tour agency and tour operator companies. You also need to define how much companies should be analyzed to ensure the representativeness of sample and objectivity of received conclusions, and

finally, you need to think whether it is possible to develop common guidelines for the management of companies with different management systems.

Choosing a specific company, on which it is planned to realize the scientific research, you need to define how timely the determined issue is. For example, the topic “Improving human resources management system in tourism enterprises (on the example of “Kviten”, Luhansk)” is unpromising, since there is no staff on this enterprise – there is only the owner, who provides with the tour agency service, and we observe such situation in most tour agencies, the personnel is formed of 1 – 2 employees. Also the topic, which is related to the prestige development of the individual tourism enterprise but is the part of certain net, will be purposeless.

Sometimes announced topics of the Master course diploma are formulated so incorrectly that it is impossible to define the object and the subject of the research, its information content. It is hard to say what the undergraduate should pay attention to in the topic “Green tourism in Ukraine and Luhansk region”: to division into periods, issues, development prospect of green tourism; or its essence; maybe special features of development comparing different regions, or comparing different types of the tourism and so on. It is impossible to determine definitely even the region of the research.

The *object* is the direction of the research content and researcher efforts. We should pay attention, that it is about the qualification work, therefore the research object of the graduating student of “Tourism (by types)” speciality should be related to his future activity: processes of the tourism service, medium and high level of management in the tourism organizations; educational and teaching activity [3, p. 10]. In other words, the object of the graduate qualification research may not go beyond the tourism sphere.

The *issue* of the research is the problematic situation which is the reason to make this research. It is within the research object and it represents disharmony (conflict, discrepancy) between the properties of the research object by those which are at present, and those which should be, that is realistic and desired. It can also be a contradiction between social needs and tourism practices: for example, there is a need

for regional tours for people with disabilities, and it is not realized in practice of travel companies.

Obviously, only the scientific problem is the timely one, based on the impartial, essential contradictions. The validity of the research actuality and its main directions depend on the correctness of determination the contradiction, the depth of its understanding by undergraduate. Argumentation of the research actuality, depending on its topic, can be performed by sending on the position state or regional programs of tourism development; statistic data, results of the monitoring and so on, but it is obligatory to refer to the original source.

The research **goal** includes the solution of the announced scientific issue. If there is no scientific issue announced, it is difficult to define the goal. In most such cases, students determine that the goal of the work is “to describe”, “to review”, “to research” and so on. But there is no prediction of the research results in such goal as “to research green tourism in Ukraine and Luhansk region” or “to review the tourism market of Czech Republic”.

In order to impart the significance of the work, sometimes undergraduates detail too much the research goal and overwhelm is with synonymous concepts and specified formulations. As a result, instead of a clear definition of prognosticated research result there is a set of its keywords, which makes it more difficult to work for the undergraduate.

The **subject** of the research is the part of the research object that allows solving the problematic situation. The content of research subject is appeared by the results of dissertation, which allows extricating the issue. For example, in the work “The prospects to use the tourism potential in domestic tourism in Novopskovsky district of Luhansk region” the research object is appeared by tourism potential of Novopskovsky district of Luhansk region, and the subject is prospective directions of its usage in domestic tourism. Accordingly, the problematic situation is that on this stage the level of tourism potential usage of Novopskovsky district of Luhansk region is unsatisfactory and it is necessary to determine how to increase the effectiveness of its usage.

The research *task* is recommended to formulate in regards to the paragraphs of the work. Sometimes the committee members make comments regarding the significant number of tasks given, offering to reduce them up to 4 positions. In our opinion, these wishes may have only the recommendation character, as this number is not fixed normatively. Besides, as the experience shows, undergraduate, defining the task by the paragraphs of the work, has a clearer idea about the succession of the work accomplishment and less complications while writing the general conclusion.

The *research methods and apparatus* show the level of author's scientific qualification. Most of the undergraduates are unable to define the methodological principles and the concept of the research, in the beginning teacher's considerable help is needed. However, while finishing the conclusion of the graduate qualification work, they have no major complications to determine their research methods.

The *scientific significance* of the research is the scientific research results. It is obviously that the graduate qualification work has limited scientific significance, so there is no need to invent anything like discovery of new laws and theories.

The *practical significance* of the graduate qualification work is determined by the fact of implementation of research results into practice (studying process, the activity of a particular enterprise, etc.). This fact is confirmed with the act or the certificate signed by the manager of the enterprise (institution / organization). Since the undergraduates do their production and undergraduate work on the base of selected for the research enterprises, or work there, getting the appropriate certificate does not cause any significant complications.

Despite the fact that for the graduate qualification work the recognition of the scientific community of the project results is redundant, it is expedient to involve undergraduates in scientific publication training on the topic of research in the scientific work collections of students and undergraduates.

Project results approbation is carried out by discussing it at faculty meetings, research groups, conferences, research seminars etc., and practical implementation. According to the latest regulations, in the process of doing the graduate qualification work, the graduating department listens to undergraduate and his teacher at least three

times and is able to comment on the conceptual apparatus of investigation and its main points. It gives an opportunity to discuss the correct definition of logic research, its subject, object, etc., which greatly improves the quality of the work defence.

The ***authenticity*** of new scientific results is confirmed during their theoretical justification (as a result of selecting the appropriate axioms, scientific apparatus and the correct usage of this apparatus) and introduction into practice (as a result of confirmation its usefulness). Unfortunately, in the large number of works the theoretical justification is quite ineffectual, and during the defence the undergraduate can not prove the objectivity of the conclusions reached.

Previous conclusion about the research structuredness and the logic availability of material presentation can be made by analyzing the study plan. The shapeliness of the work is manifested by the number of sections and paragraphs and its volume. The graduate qualification work has 2 – 3-sections. The first section has theoretical character and is an analysis of the research object. The second section has a practical direction and is dedicated to, for example, the characteristic of existing enterprise and the analysis of its activity. In the third section (if any) there are substantiated ways to solve the issue that was detected in the beginning of the research. Thus, the first two sections of this work should be balanced with its structure and volume; the third section can be represented by one paragraph, which is not allocated separately.

The logic of the Master's work appears in the sequence, continuity and coordination of basic research stages and depends on the correct determination of its methodological basis.

While writing the *main part* of the graduate qualification work the undergraduates meet the major complications in the process of presenting the accumulated material in scientific style. Most of them have no sufficient vocabulary and can not express compactly their point of view, that is why they try to find similar positions in the educational and methodical literature and put them into the coherent text. It is clear that the presentation logic at that is violated, meeting the meaning duplicates. However, if the undergraduate makes a detailed plan of paragraph, the studying material becomes more clear and consistent. Also it becomes useful a

composed set of frequently used formulations in the scientific research: “regarding the first question...”, “in general, it was defined that...”, “at the same time it deserves attention...”, “special attention is paid to...”, “tourism researcher ... says / thinks / notes that...” and so on.

One of the mistakes, which is often made by undergraduates, is terminological carelessness. The attempts to replace the research keyword to synonyms, in order to avoid repetition, often lead to the fact that undergraduates use uneven concepts. It makes the impression of an insufficient level of author's theoretical training work.

Unfortunately, graduate researches in tourism do not have sufficient source base: legal and normative framework is in its formative stages, thorough scientific researchers are small numeral, periodicals on tourist theme are provided by promotional materials, statistic information is incomplete, the documents of existing tourism enterprises are inaccessible. While writing the graduate qualification work, the undergraduates have to be limited to the textbooks and studying materials, which affects negatively the research quality.

Not all the graduate qualification works which were presented to the defence will have thorough conclusions. Most of the undergraduates present the list of transactions executed during the researches in the conclusions, whereas it is necessary to present general results of their work. Individual undergraduates present such material in the conclusions which was not presented at the main part of the research at all, but it is related to the research topic.

The general conclusions should represent the short reports about the results of completed work, according to the placed in the introduction tasks. Conclusions to paragraphs, sections and general conclusions should be similar in content, but not duplicate each other. Although, there is no certain specifics, that would be determined by the research object of the graduate qualification work of Master speciality “Tourism (by types)”, while writing the conclusion. The same equals to the execution of used literature list and appendices.

Therefore, we need to admit, that the graduate qualification work of undergraduates speciality “Tourism (by types)” has such structure that is common for

all the scientific researches. However, the process of methodological research bases becomes more complicated because of underdevelopment theory of tourism. The formulation of conceptual apparatus, that is reflected in a number of low quality master works, which are presented to defence the State Examination Committee, becomes more complicated as well. According to this fact, the scientific director is responsible for the correct formulation of research topic, determination of object, subject, goal and research task and so on. He has to pay more attention to the scientific work of future tourism agent than his co-workers who are related to other branches.

It is important to remember that most of the remarks can be explained by that absence of student's skills in scientific research. Thus further researches will be connected with determination of pedagogical conditions of the research competence foundation for the future specialists in tourism.

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Щука Г. П.

Удосконалення процесу підготовки та проведення випускного кваліфікаційного дослідження на спеціальності «Туризмознавство (за видами)»

У статті, на основі аналізу типових помилок, яких допускаються студенти під час виконання випускної кваліфікаційної роботи (проекту), розглядаються можливості удосконалення процесу проведення та захисту наукового дослідження. З'ясовано, що випускні кваліфікаційні роботи мають єдину структуру, характерну для всіх наукових досліджень.

Студенти спеціальності «Туризмознавство (за видами)» цю структуру витримують, проте, внаслідок помилок, допущених у формулюванні понятійного апарату, робота не має логічної стрункості, наукової значимості, результати її сумнівні. Розкрито основні аспекти, на які треба звертати увагу при формулюванні теми туризмологічного дослідження, його мети та завдань, визначення його предмету та об'єкту; наукової новизни та практичної значимості; проаналізовано типові зауваження до змісту та стилю основного тексту роботи та висновків. Окреслено відповідальність наукових керівників за якість виконаного дослідження.

Ключові слова: випускна кваліфікаційна робота, магістерське дослідження, спеціальність «Туризмознавство (за видами)».

Щука Г. П.

Усовершенствование процесса подготовки и проведения выпускного квалификационного исследования на специальности «Туризмоведение (по видам)»

В статье, на основе анализа типичных ошибок, которые допускают студенты во время выполнения выпускной квалификационной работы (проекта), рассматриваются возможности совершенствования процесса проведения и защиты научного исследования. Выяснено, что выпускные квалификационные работы имеют единую структуру, характерную для всех научных исследований. Студенты специальности «Туризмоведение (по видам)» эту структуру выдерживают, однако, вследствие ошибок, допущенных в формулировке понятийного аппарата, работа не имеет логической стройности, научной значимости, результаты ее сомнительны. Раскрыты основные аспекты, на которые надо обращать внимание при формулировке темы исследования в области туризмологии, его цели и задач, определении его предмета и объекта; научной новизны и практической значимости; проанализированы типичные замечания к содержанию и стилю основного текста работы и выводов. Определена ответственность научного руководителя за качество выполненного исследования.

Ключевые слова: выпускная квалификационная работа, магистерское исследование, специальность «Туризмоведение (по видам)».

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