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## **ORGANIZATION OF PRACTICAL TRAINING OF FUTURE TOURISM AGENTS IN VOCATIONAL EDUCATION INSTITUTIONS**

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Organization of Practical Training of Future Tourism Agents in Vocational Education Institutions

The article is devoted to the justification of forms of practical training of future specialists for the organization and conduct of tourism activities in vocational education institutions. The experience of the existence of tourism shows that training for tourism did not fully meet the needs of the agritourism industry. It is noted that practical training plays one of the most important role in the process of future specialists training for the organization of agritourism and helps to get professional and practical skills. The forms and methods of practical training are aimed at improving skills in their future profession. It is also defined the main directions of practical training of future specialists of agro-tourism: active teaching methods, training and production practice and extracurricular work. The author notes that the active teaching methods have a high degree approximation of students to the conditions of professional activity, to particular situations. Practical work in agritourism allows students to form professional competence of the agritourism specialist, the ability to control the technology of conducting agritourism activities. To consolidate the theoretical knowledge and practical skills outside practical lessons, business games, trainings, conferences are used. In the process of conducting various forms of practical training the development of new knowledge, abilities and skills related to the specifics of the production process in agritourism are created.

*Key words:* practical training, agritourism activity, active teaching methods, training and vocational practice, outside practical lessons.

In the training system of specialists for the tourism industry of Ukraine the practical side of this problem takes an important place. The modern education focused on practice is based on the qualification and training standards of vocational education, the requirements of the modern labor market, experience of the leading foreign institutions. Taking into account the emergence of new professions and specializations in the sphere of tourism business, educational institutions are trying to

reformat the educational process and to keep pace with new socio-economic challenges.

The primary goal of the educational process reform is training professionals in demand by today's labor market. This means that we need to prepare such professionals who can take vacancies in the regions of residence and create the curriculum the content of which is approached to requirements of tourism enterprises as much as possible.

It should be noted that various types of tourism are being developed in Ukraine rapidly, including agritourism. The experience of organizing agritourism shows that training specialists for the tourism industry does not fully meet the needs of the agritourism industry, both quantitatively and qualitatively. Current curricula do not meet the requirements of agritourism, because they are not focused on rural tourism activities. With a shortage of qualified personnel for tourism graduates of educational institutions often remain unclaimed because of lack of skills and knowledge on specific specializations.

That is why it is necessary to create conditions of learning which meet the modern requirements of the educational process, the possibility of obtaining a practical knowledge of the management and organization of agricultural tourism business.

Scientific interest of studying the problems of future specialists' professional training for tourism is inherent in the domestic pedagogical thought. Such scientists as A. Konoh, L. Knodel, V. Lozovetska, L. Povazhna, L. Poliova, L. Tytova study the problem of practical training for tourism industry. However, the problem of practical training of future specialists in agritourism activities was not considered by scientists quite enough.

The purpose of this article is substantiation of the forms of practical training of future specialists to the organization and conducting of agritourism activities.

In a broad sense, the practical training is all kinds of educational, vocational and professional practice and various laboratory and practical classes. The essence of practical training is to organize and conduct individual work of students in order to

get professional skills and competences necessary for their future activities. In educational programmes of training specialists for tourism practical training is an important component of vocational training.

Scientists affirm that practical training is “an integral part of professional education that reflects the patterns, contents, methods and forms of organizing the process of formation the skills directed on developing the ability of students to be ready to work efficiently in the fields of their chosen profession” [2, p. 119].

The main purpose of practical training is to consolidate and improve professional knowledge and skills obtained during theoretical training and also the formation of such personal qualities as professional independence, professional mobility and self-control that is necessary for decision-making, planning and solution of professionally oriented tasks, performing of professional functions at the appropriate level.

L. V. Poliova stresses on the principle of priority of theoretical and practical education and notes that “it facilitates the adaptation of curricula to modern requirements of the labour market and provides the opportunity for students to mobilize their knowledge and apply them in specific work situations” [4, p. 173].

An important objective of the practical training is the professional adaptation of students to the real working conditions. So, in the process of conducting various forms of practical training the formation of new knowledge and skills associated with the specificity of the production process is also carried out.

V. T. Lozovetska claims that “professionally-directed motivation of the educational activity promotes the formation of a competent professional with the modern type of professional thinking which involves conducting functional business games, solving complex problem situations and tasks, making projects regarding the future professional activity, the participation of the future specialist in the development of real production programs and projects of the particular companies, discussion the professional situations, problems and tasks” [3, p. 18 – 23].

Thus, practical training is crucial in the process of training future employees, it forms a system of professional knowledge and skills that determines the level of

professional qualification of a specialist.

During the employees' survey of agritourism farms a number of graduates' indicators of competitiveness of vocational education institutions has been identified. In most employers prefer the trained workforce, professionals who possess the professional competencies, know recreational and natural potential of the region perfectly, able to apply their knowledge in order to improve the quality of services. Therefore, employers will be glad to hire former students with a higher level of practical training.

Modern pedagogical science determines the next stages of practical training in the educational process: introductory, training (technological), industrial (professional) ones [5, p. 119].

Implementation of the program training requirements and tasks on the practical training for tourism may be considered in Burshtyn Trade and Economic College in Ivano-Frankivsk Region.

An integral part of the educational process is the practical training of highly skilled workers for the tourism industry of Ukraine which is 30% of the total number of hours according to the curriculum.

The content and types of practice, its purpose, duration and dates are determined by a program of practice, developed by the teachers of the college. The main guidance document which covers the content and technology for each type of practice is the curriculum.

The purpose of the vocational training of the educational institution is to train the tourism services professionals such as tourism agents, maids, administrators in accordance with the qualification characteristics of professions and working curricula of educational institution.

The main places of the students' vocational training are modern enterprises (organizations, institutions) in various industries of the Carpathian region. The college has signed long-term cooperation agreements for the organization and conduct of educational and practical training with 7 business entities of different ownership forms.

One of the tasks of modern professional education is to teach future specialist to adapt to situations of constant renewal of professional knowledge, rapid changes in the conditions of labor and production [1].

The system of professional training of specialists for the tourism industry exists in Ukraine for a long time. However despite the rapid development of agritourism sector there are not enough specialists for this type of tourism. Agritourism is considered as a part of rural tourism, so quite a little attention is paid to specialists training for agritourism in vocational educational establishments.

The developed methodology of practical training and organization of practical training helps to gain vocational and practical skills for the work in agritourism acquired during the practical practice in agritourism complexes.

Practical training is carried out in several ways:

1. The use of active learning methods during seminars, practical and laboratory classes, individual work, group material studying, work in small groups, the introduction of creative design works, followed by the presentation, an active exchange of knowledge among students.

Active learning methods have a high degree of approximation the students to the conditions of professional activity, to particular situations. Active methods allow the students to feel the peculiarities of their future profession, take initiative and responsibility, learn to argue and defend their point of view. They also promote the development of business communication skills, abilities to listen to the proposals of the team partner, to produce a collective decision.

At the same time, for the purpose of realization of students' professional and practical skills, acquired during the study of theoretical material, individual work and other forms of educational activities, such active form of practical classes as outside practical lessons are applied.

The outside practical lesson is a part of the educational process and is a prerequisite of mastering the specific practical knowledge and skills by the future tourism specialists. The students are given the instructions and guidance which they should perform at the tourist complexes. After the assignment, the students present

their generalized practical solutions.

In addition, during the whole period of studying such disciplines as “Tourism Country Studies” “Technology and Organization of Tourist Services”, “Organization of Hotel Services”, “Tourism Resources of Ukraine”, “Specialized Tourism”, “Organization of Animation Services in Tourism” students work on group and individual practical tasks connected with the activities of specific tourism and agritourism enterprises of Ivano-Frankivsk region.

## 2. Practical training at the tourism and agritourism enterprises.

The main aim of the practice is the acquisition of skills of individual work by students, practical experience and skills to implement their knowledge in future professional activities. Training and production practice of students of tourism specialties takes place in the hotels, restaurants and recreational complexes of Ivano-Frankivsk region. Also agreements on internships with leading travel operators and agencies of the Carpathian region are signed. While studying in college students take the following training practices: “Introduction to Specialty”, “Tourism and Regional Studies” and vocational practices: “Technological Practice”, “Tourism Country Studies”, “Professional Practice”.

The practical work in rural tourism farmsteads allows the students to form professional competence of agritourism professional, the ability to manage the technology of agritourism activities, the knowledge of modern needs of tourists as for agro-recreational rest

The students survey has shown that the students who took the practice directly in rural tourism farmsteads had a higher level of professional competences development for the work in the agritourism after the training and vocational practice.

International agreements play a significant role in increasing the effectiveness of training in college. According to the Memorandum, in the framework of agreements on cooperation between KNTEU and Technological Educational Institute of Central Macedonia (Serres, Greece) and bilateral partnership agreement between KNTEU and Training Agency in Thessaloniki (Greece), students of Burshtyn Trade and Economic College visit Greece in order to get a training practice. After the

practical training abroad students have better knowledge and qualification in contrast to the students who had practice in the region.

3. Extracurricular students' work in scientific student circles, clubs, participation in exhibitions, trainings, conferences, weeks of professional skills.

The purpose of the educational and practical activities of the college is aimed at improving competencies in the future profession. Thus, in the framework of the club and circles students work with documents samples of tourism organizations, agencies and complexes, solve vocational and work situations, applying the method of the business game. As a result of the training experiments, students conduct a discussion of the correctness of their actions and decision.

In summary, we assert that the practical training should be considered as the main direction of personnel training for tourism.

Practical training allows future professionals to understand the objective necessity of acquiring knowledge of agritourism activities, as well as accumulate, analyze, summarize and comprehend the knowledge of the real work in agritourism farmsteads, organized by the heads of the practical training.

Thus, the organization of practical training of future specialists for the tourism activities is an important element in the overall training of personnel for tourism. Teaching methods of conducting practical classes stimulate individual work of students in acquiring professional knowledge and skills. The outside practical lessons, active forms of education, training and vocational practices and extracurricular work which introduced into educational process help the formation of such professional characteristics of future specialists as:

- skills, abilities, knowledge, methods and techniques of works on the organization of tourism;
- experience and creativity in the conduct of tourism activities;
- education of entrepreneurship, self-reliance, ability to establish personal contacts.

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