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The Introduction of Innovative Educational Technologies in the Personnel Training Process for Sport and Tourism Industries through the Application of Professional Standards

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ABSTRACT

The relevance of the research stems from the importance of modernization of the system of training for sport and tourism, without which the intensive development of this kind of professional activity is not possible. The aim of the study was the generalization of the experience of introduction of the innovative educational technologies in the personnel training process for sport and tourism, as well as the development of recommendations for consideration of the requirements of professional standards in this process. To obtain the author's conclusions scientific and theoretical research methods, expert assessments, factor analysis, and foresight technology were applied. The studies identified the requirements for the formation of competences of the future graduates in the areas of training related to sports and tourism, the necessity of the introduction of modular approach to the learning process and individual student typological route. Also the role of professional community in promoting the introduction of innovative educational technologies in the training process for sport and tourism was defined. The article have scientific and practical value for scientists involved in the research of questions of development of cross-border tourist territories, for administrations of frontier territories of Russia and Europe, for representatives of the business, including the field of sport and tourism.

KEYWORDS
educational technology, training, sports and tourism, professional standard

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Introduction

The development of sport and tourism is one of the important directions of activities in many countries, as it is associated with the health and leisure of citizens. In this case, in the Russian Federation and as well as in many other countries issues of improving the system of personnel training for these activities become more relevant. This is primarily due to the changes in consumer behavior and demands of tourists for new tourism products. As the practice shows, the reform of the training system for sport and tourism is not possible without the introduction of innovative educational technologies.

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Also the formation of the teaching staff of the specialized departments of physical culture, sports and hospitality, which must comply with accreditation indicators, professional standards and levels of teachers graduating and University departments is relevant. All these points may be achieved through the use of professional educational standards, both in terms of the teachers working in high schools, and in relation to the graduates themselves.

In General, it is impossible not to agree with A.A. Larionova (2014) that training of students should be based on the requirements of the labour market, which is reflected in the professional standards. That is why the formation of professional competencies of students enrolled in the training areas for the future work in sport and tourism, is so important to the formation of professional competencies, taking into account the regional business features that are justified in work of D.Y. Zhitinevich (2014), as well as certain types of activities, such as museum and exhibition activities (Ganshina, Gribkova & Umerkaeva, 2015).

Therefore, the development of the training system should be built using best practices, including the internationalization of programs, service and tourism education, as specified in the article of P.P Krivoshchekov (2016). It is also important to use methods of innovative design technology of professionally oriented training (Agafonov, 2006), and problem-modular technology of educational process organization in higher education institution involved in the training for sport and tourism (Aliev, 2012).

Methodological Framework

The methodological basis of this research consists of the works of scientists studying the essence of educational technologies, features of application of innovation in this process. In particular, the works of Ch.K. Anand (2015), L.V. Bertalanffy (1969), N.Y. Safontseva (2016), N.S. Ostapenko (2006), A.V. Mogilev & A.N. Shilman (2005), N.V. Dmitrieva et al (2015), T.A. Olkhovaya et al (2016) were analyzed.

For the analysis of existing approaches to the application of innovative educational technologies in the training process for sport and tourism, the authors used the following research methods: theoretical (analysis and synthesis, generalization and comparison, abstraction, concretization, modelling, systematic approach); the empirical (questionnaires, tests, expert evaluation, analysis, documentation); proxymetric (performance evaluation); statistical methods of data processing.

Results

Peculiarities of organization of educational activity in the personnel training process for sport and tourism

The specificity of the organization of physical training involves a differentiated approach according to sex, physical fitness level, limitations and contraindications for health reasons, suggesting the number of students in a study group in physical education for up to 15 people. Therefore, an important moment in the organization of educational process is the formation of educational departments (Brovashova, 2006).

Based on the research conducted by the authors and the results of medical examinations and the students' interest in specific types of physical culture, it can be concluded that there is a necessity of formation of several academic departments: academic Department - students do not have or have minor deviations in health status, with sufficient level of physical fitness (results of testing for rating not lower than "3 points"); special school - enrolled people with disabilities and disabled people. Students

who are exempt for health reasons from practical lessons for the long term, are enrolled in a special training Department for the development of their sections of the curriculum; athletic training room - students having sports qualification, experience of teaching chosen kind of sport, which showed good General physical and sports-technical preparation wishing to go in profoundly for one of sports and to take part in competitions of various level. Transfer of students from one academic Department to another is carried out according to the results of a medical examination at any time of the school year (Anisheva, 2006).

Compulsory conditions for the effective implementation of the disciplines "Physical culture and sports" are: highly qualified staff: head of Department and the faculty of the Department of physical education, formed of specialists with higher professional education in the field of physical education, sports training and adaptive physical training; the system of integrated control (medical control - required medical examination of students on each course: in-depth medical examination of the students of perforators; annual medical examination of all students from second year and older; periodic follow-up examinations after illness) pedagogical control is testing of knowledge, development of basic motor qualities and competencies generated; the self-control of the functional state based on the popular innovative technologies in sports – Nike running, Endomondo Sports Tracker, ABS Workout, Runtastic, Yoga+, etc.); sports training centre (owned and leased) - pool, Billiards club, fight gym, gym, General physical training hall, a fitness Studio; rented, additionally, game rooms for basketball, volleyball, football field, ice palace (for hockey).

Quantitatively assess the quality of the activities of the university or the department of physical training for these components, to evaluate the quality or effectiveness of the implemented in the educational process of innovative teaching technologies that take into account the professional orientation of graduates is a completely independent task. The main result of its solution should be the development of methods of quality control of education in physical culture in the higher education system on the basis of complex criteria-based approach, taking into account the experience gained in related field (Bykov, 2006).

According to the authors, this problem is solved in a systematic method. Its stages are: analysis of education in the field of physical culture, streamlining the procedures for obtaining results, and, finally, the synthesis of the stepwise aggregation of measurement data. Each of these stages aims to provide a consistent solution to the problem of obtaining numerical values of a single (generalized) measure of the condition of educational activities in higher education in physical culture.

Formation of competences of future bachelors of physical training is solved at the following pedagogical conditions such as: improving teaching methods, the use of active and interactive forms of learning, content, programs and courses, student-centred nature of education; professional-pedagogical conditions, the drop-down in the development of the modular approach in training, organizational and methodological conditions, which are characterized by their innovative content of specialized courses; implementation of individual-typological route; quasiprofessional activities; pedagogical conditions of technical support, in the formation of professional skills (Vasilyeva, 2003; Kapustin, 2007; Magomedov & Bguashev, 2009).

The professional standards in improving educational technologies, used in process of training for sport and tourism

The process of formation of national system of professional qualifications in the Russian Federation has entered the active phase in 2012, when the process of changing

the legal framework in the field of training and evaluation for compliance with professional standards. At the end of 2014, many publications were devoted to the initiatives of the state Duma that in late 2014 - early 2015 might be the adoption of amendments to the Labour code on the introduction of mandatory application of professional standards — that is, requirements for workers by level of education, experience, competencies (knowledge and skills). It was assumed that in 2016 employees of the public sector will have to meet these requirements, and since 2020 — all the rest.

As of mid-2016 most of the documents were adopted. The requirement for mandatory professional standards specified for individual cases, public entities and enterprises with a share of the state ownership more than 50% will go to them only from January 2016. For other organizations, the professional standards will have recommendatory character.

In the spring of 2014 a national Council under the President of the Russian Federation on professional qualifications was created to make an organizational system for the development and application of professional standards. In the framework of which the Councils for professional qualifications (CPQ) was created. Currently there are 22 CPQ, including mid-2014 – CPQ in the hospitality industry (the CPQ sports is still not created).

In accordance with the provisions of the Federal Law No. 238 03.07.2016 "On the independent evaluation of qualifications", the main regulator of the national system of independent assessment of qualifications (IAQ) are the Ministry of labour and the national Council under the President of the Russian Federation on professional qualifications. Thus, the Ministry of labor claims: the approximate position on the CPQ, an exemplary procedure for the granting and termination of powers, the form of certificate of qualification, the technical requirements for the form and the procedure for making the form about passing of professional examination, the requirements for assessment centres of qualifications (ACQ), the order of selection, the vesting and termination of powers, the provision on the appeal Commission according to the procedure of the professional examination and issuance of certificate of qualification, the regulation on the development of a list of names of qualifications and provisions of professional standards, on the basis of which the evaluation, specifying the terms of the documents required for professional examination, the regulation on the development of assessment tools, the order of formation and maintaining the register, the exercise of monitoring and control, monitors in the system of qualifications.

Different CPQ have different approach to the issue of training and evaluation. As example, the Council for professional qualifications in health care, established on the basis of the National medical chamber (NMC). NMC in the assessment of applicants uses the following forms and methods of evaluation:

— portfolio evaluation (interview) – allows members of the examination Committee to evaluate the portfolio of the applicant which contains the information about education and professional experience / achievements, and if necessary, to interview;

— testing allows through the automated system (at random) to form an individual list of issues of Unified Federal database of test materials;

— clinical task – automated control system or when the examination Board listens to the accomplishment of particular task by the applicant with the possibility of its discussions;

— OSCE – objective structured clinical examination (OSCE) allows trained examiners to assess the knowledge of the applicant on a standardized evaluation scales based on the principles of objectivity and standardization;

— simulator – a test of practical skills on the simulator, the evaluation of the actions of the applicant in the automatic mode or the examination Board.

Study of modern trends of development of the system of professional qualifications allows concluding that an important condition for the recognition process of the independent evaluation education portfolio's qualifications (education, obtained in the process of obtaining a "continuous" three-year qualification) becomes available to organizations engaged in the educational activities in the field of training for the hospitality industry, professionally-public accreditation. It is also planned to give accreditation of master-classes, competitions of professional skill and other types of professional events aimed at staff development of the food industry, hospitality and tourism specific skills (Kropinova, Zaitseva & Moroz, 2015). And the first examples of such accreditation already exist. For example, accredited by the Central Advisory Council (CAC) with the CPQ in the hospitality industry accredited national hotel competition "Comfort and cosiness", members of which are housekeepers, senior housekeepers and porter Russian hotels and companies providing outsourcing services of cleaning room stock.

Apparently, such competitions involve the use of an innovative approach to the assessment of qualifications of employees and graduates of educational institutions. In order to enable them successfully complete an independent assessment of qualifications, it is important that their preparation included innovative educational technologies.

The professional community's role in stimulating the introduction of innovative educational technologies in the training process for sport and tourism

An important instrument through the use of which a professional community encourages educational organizations to implement innovative educational technologies in the training process for sport and tourism is a mechanism of professional public accreditation (PPA) of professional educational programs.

At the meeting of the national Council 20 April 2015 the Basic principles of PA in the activities of the national Council, which contain the following groups of criteria recommended for use in the process of POA were approved:

— successful passage of graduates of professional educational programs (PEP) procedure for independent assessment of professional qualifications;

— compliance of the planned results of development of PEP formulated in PEP (expressed in the form of professional competences, learning outcomes, other forms) with the professional standards;

— compliance of curricula, working programs of subjects, courses, disciplines (modules), estimated materials and procedures to the planned results of development of the educational program (competences and results of training);

— compliance of the material, information, communication, educational and methodical and other resources which are directly influencing quality of training of graduates to the content of professional activity and professional tasks for which performance the graduate prepares

— availability of demand on PEP, a demand of PEP graduates by employers.

— the confirmed participation of employers: in design of PEP, including the planned results of its development, estimated materials, curricula, working programs; in the organization of the project work of students; in development and implementation of programs the practice, formation of the planned results of their passing; in development of subjects of final qualification works, significant for the respective areas of professional activity

Thus, in the process of PPA should be made an objective opinion of the employers about how the competence of graduates meet the requirements of professional standards (if any) or the requirements of the labour market to specialists, workers and employees of the corresponding profile. An important condition for such a positive conclusion is application of innovative educational technologies in the personnel training process for sport and tourism.

Discussions and Conclusion

The approach to the implementation of innovative educational technologies in the personnel training process for sport and tourism through the application of professional standards, proposed by the authors, differs from existing approaches in the use of innovative educational technologies as for the whole education system (Klarin, 1997; Zenkina, 2007; Delia, 2007) and in relation to sport and tourism (Ostapenko, 2006; Kozhin, 2006; Balsevich, 2004) that the training system should be built precisely on the requirements of professional standards.

Previously, the authors of the article wrote about the introduction of innovative educational technologies in the training process for sport and tourism (Andryuschenko, 2006), and the role of professional standards in personnel training for sport and tourism (Zaitseva, Zubakova & Bobrovskaya, 2014; Zaitseva & Chernikova, 2013). In this article, the authors have made another step forward in the generalization of promising practices and develop recommendations for improving the use of innovative educational technologies in the personnel training process for sport and tourism through the application of professional standards.

In General, according to the results of the conducted research it can be concluded that the application of innovative educational technologies in modern conditions is not just a factor of competitiveness of educational programs in universities for sport and tourism, but also an urgent necessity, because the old forms do not meet the needs of the labour market. Introduction by universities specializing in training for sport and tourism, of the proposals and recommendations outlined in this article will enhance the employability of graduates, and, consequently, increase the competitiveness of the educational organizations to improve their image among members of the business community.

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No potential conflict of interest was reported by the authors.

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