

Development of the Competence Building Model of the Guide's Educational Training

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Abstract: The perspectives of realization of the competency building approach in Russian tourist education are discussed in this article. The experience of making general education curriculum on the base of federal state standards of higher professional education is critically placed in the clearest light. The article also contains the results of the development of the competency building model of the guide's educational training. The distinguished feature of this working –out is not only to make the model of the structural organization of a teaching complex for guide's educational training but also its practical realization in the form of the course of additional information at the educational institutions of higher professional education.

Key words: Competence • Competency • Competency building model of specialist • Program design of general educational programs • The model of the guide's educational training • The model of the structural organization of a teaching complex

INTRODUCTION

Russia joined Bologna process in 2003. Since 2011 Russian higher education institutions began the educational process on the multilevel system on a massive scale. This change was possible due to design and taking over new federal state educational standards of higher professional education in which the main demands to realization of the main educational programs are defined. The mechanism of design of the main educational programs can be successful only with some competency model. This model is made not only by simple enumeration of necessary competences but also by their reification through necessary skills and knowledge.

The authors of this article have some experience in making main educational degree programs in "Tourism" and "Hotel Industry". This experience allows us to formulate some critical notes referring to the competency building model in the federal state educational standard. First of all, lack of preciseness in statements which doesn't allow to correspond them to the set of skills and knowledge. Secondly, some statements "suffer" from lack

of objects what prevents to introduce adequate educational subjects in the corresponding cycles of general educational curriculum. And, as a result, it is rather difficult to verbalize the "model of specialist" on the base of formulated competences in the federal state educational standard.

Theoretical Basis of the Research: Some attempts to specify the concepts "competence" and "competency" have become theoretical basis of the research. It happened during the preparation of the Russian teaching communities to work in the conditions of the Bologna process. Most of the scientists have a point of view that, speaking about education, the content of the concepts "competence" and "competency" are not the same. Competence includes a set of interrelated personal characteristics (knowledge, skills, work methods relevant to definite processes and subjects necessary for productive activity of high quality. The term "competence" describes some remote preassigned demands to students' educational development. Speaking about competency we mean forward personal characteristic [1].

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Examining essence of the concept “competency” it is necessary to mean that “we speak about some personal characteristics, ready-made willingness to concrete action and developed value system. Competency itself can be considered as a right and as an opportunity to fulfill this action. Competencies are part of the main content of competence”.

Being based on skills and knowledge, competence, nevertheless, is not reduced to them. It presents a personal quality which is formed on the base of skills and knowledge as an ability to realize them in concrete situation, in practice. More over, competence appears only while mastering definite objective activity. It makes the latter the second important base component of this quality. Thus, competence outside corresponding objective knowledge and skills as well as outside practical experience in this field, is simply impossible.

As a person is many-sided and carries out a set of various professional duties, the realization of the competency building approach suggests some hierarchy of competences which arises question about their typology. It is necessary to mention here that existing literature demonstrates a great number of approaches to this problem. Specific hierarchy of competences may be designed on their importance to person’s activity within society. The attempts to generalize, define the most universal character led to the concept “key competences”.

The problem of key competences is one of the most debatable. This debatable character shows itself in the fact that there is no consistent coordinated list of key competences. Thus, the organization of economic cooperation and development and National institutes of educational statistics in Switzerland and the USA worked on the international project “Defining and choosing key competences” and didn’t have precise results. Just the same situations are in tourist education “Still, many questions may have to be researched regarding the issue of generic competences in tourism education. Currently, a common understanding of the concept of competence does not exist. There is neither a clear understanding of how competences can be taught or evaluated nor recognition of the limits of assessing competences. The issue of generic competences will continue to be a controversial one” [2].

Performed research was based on the hypothesis that realization of the competence building approach is the task not only for educational content but also for teaching technologies and creating desirable pedagogical

conditions. All in all, the conditions providing the realization of the competence building approach in education can be formulated as a teaching complex, providing mastering key competences by students in the process of studying and formation competency on this base. That’s exactly why the development of the competence building model of the guide’s training must be developed, in the authors’ opinion, to design model of the structural organization of a teaching complex.

Methods and Objective Base of the Research: The choice of methods was stipulated by the necessity to resolve two main tasks of the research:

- Find out and put on paper in the clear descriptors the demands to the professional activity of a guide-interpreter;
- Define personal valued characteristics necessary for successful realization in this field of the professional activity.

Method of content analysis of different documents (containing descriptions of labour functions necessary for realization of skills, knowledge, qualification demands) was used to deliver the first target. National standards of tourism sphere, qualification reference books on directors’ positions, specialists and clerks became the empirical base to complete this task. The job diagram of a guide was to be the result of the second task. Method of expert survey was used to design such a diagram. Psychological peculiarities of guide’s labour was analyzed, their systematization was done during the design of the job diagram.

The Results of the Research: Profession of a guide can be got at the courses of additional education at the educational institutions of higher professional institutions in the appropriate field. Designed job diagram will allow to improve the students screening. Distinct system of common cultural and professional competences also became the result of this research. Formulations of these competences present synthesis of functional professional duties with necessary for their realization skills and knowledge.

Suggested model of structural organization of a teaching complex for guide’s educational background (Figure 1) was practically realized in the development of a teaching complex for the course “Technology and development of tourist service”.

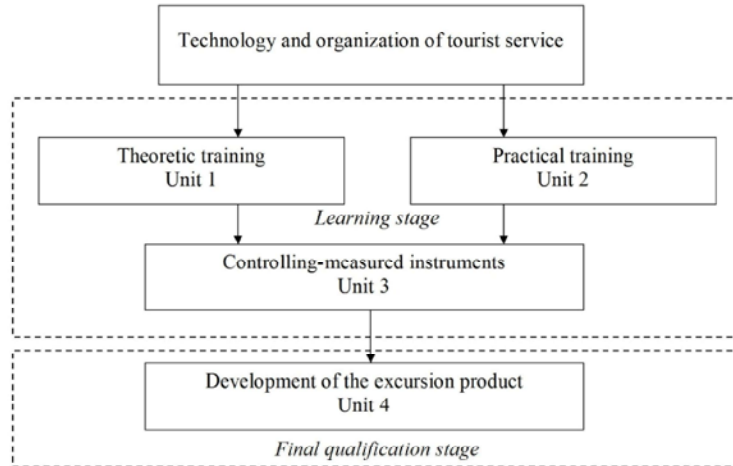


Fig. 1: Model of structural organization of a teaching complex for guide's educational training

Mastering this course will allow the employees of tourism industry, employees of social-cultural sphere to perfect competences involved in professional guide's duties. The course includes two steps of education:

- Theoretical basic professional training (Unit 1);
- Practical training, including mastering methods and technique of conducting an excursion, mechanism and development of a new excursion, preparation and legalization of documentation on excursion (Unit 2).

Every learning stage is finished by academic performance rating of skills and knowledge (Unit 3). The level of development of listeners' competency is defined by independent working out of an excursion and its defense on the route (Unit 4).

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