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PSYCHOLOGICAL ASPECTS OF PROFESSIONAL COMPETENCE

FORMATION OF FUTURE TOURISM SPECIALISTS

ПСИХОЛОГІЧНІ АСПЕКТИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ
МАЙБУТНІХ ТУРИЗМОЛОГІВ

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Abstract. The article identifies the specifics of the process of development of professional competence of future tourism specialists. The structure of the professional competence is presented. It is pointed out, that the structure of the competence of the specialist involves experience (knowledge, skills), orientation (needs, values, motives, ideals), quality (ability to synergetic manifestations, adaptation, interpretation, self-development, integration). The professional competence includes, personality, activity, reflexive components. The personal component is a system of professionally determined qualities of the personality, abilities, motives, interests that determine the position of the tourism specialists, his professional orientation (the leading motive of which is of self-actualization of his personality, self-directedness acting as the need for professional self-improvement), professional reflection. The activity component it includes accumulated professional knowledge and skills, reflects the manifestation of the initiative and creativity, professional qualities of personality; correlates with the skills associated with the psychological aspect of the personality: communicative, perceptual, reflexive. The reflexive component of the structure of professional competence of tourism specialists includes the readiness of the specialists industry of tourism to evaluate and self-assess professional activity, to make timely adjustments to professional activities, to carry out analysis and forecasts. The functions of professional competence are determined: gnostic, prognostic, organizational, communicative, reflexive.

Key words: professional competence, future tourism specialist, tourist activity, psychological and pedagogical conditions.

Анотація. У статті визначено специфіку процесу формування професійної компетентності майбутніх туризмологів. Представлено структуру професійної компетентності. Зазначено, що структура компетентності фахівця включає досвід (знання, уміння), спрямованість (потреби, цінності, мотиви, ідеали), якість (здатність до синергетичних проявів, адаптації, інтерпретації, саморозвитку, інтеграції). Розкриваються особистісний, діяльнісний, рефлексивний компоненти. Особистісний компонент є системою професійно зумовлених якостей особистості, здібностей, мотивів, інтересів, які визначають позицію, професійну спрямованість (провідним мотивом якої є самоактуалізація)



особистості, потреба професійного самовдосконалення), професійної рефлексії. Діяльнісний компонент включає накопичені професійні знання та вміння, відображає прояв ініціативи та творчості, професійних якостей особистості; співвідноситься з уміннями, пов'язаними з психологічним аспектом особистості: комунікативними, перцептивними, рефлексивними. Рефлексивний компонент структури професійної компетентності включає готовність фахівців галузі до оцінки та самооцінки професійної діяльності, своєчасно коригувати професійну діяльність, здійснювати аналіз і прогнози. Визначено функції професійної компетентності: гностичну, прогностичну, організаційну, комунікативну, рефлексивну.

Ключові слова: професійна компетентність, майбутній туризм, туристична діяльність, психолого-педагогічні умови.

Introduction.

Current trends in the development of the tourism industry require the updating, which will be focused on improving the quality and humanization of the training process for tourism specialists. The urgency of this problem is caused by: the changes in the legal aspect of national education, updating the legal and regulatory framework; objective requirements for the development of a system for ensuring the quality of education in educational institutions; society's requirements for tourism specialists capable of self-development and self-education in the innovative professional environment; the need to ensure a high level of interaction between participants in the educational process; the need for a systematic approach to the problem of developing professional competence in the field of industry of tourism; the need for practice in support of the process of implementing a competence-based approach in the professional training of tourism specialists; activation of the role of professional competence, relevant in the context of modernization of modern industry of tourism.

Main text.

The need to study the problem of development of professional competence of tourism specialists is attributable to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for their transfer and use. In this context, the need to develop and update fundamental aspects of the theory and methodology, which is confirmed by the Laws of Ukraine "On Education", "On Higher Education", "On Tourism", etc.

The competence-based model arises from professional education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions.

Competence to covers not only cognitive and operational-technological



components, but also motivational, ethical, social, psychologic and behavioral ones including learning outcomes, a system of value orientations [1]. In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and improve one's skills [5].

The concept of a tourism specialist's professional competence expresses the unity of his theoretical and practical readiness to carry out professional activities and characterizes his professionalism. In this regard, professional competence is determined by the level of manifestation of professional readiness for the implementation of professional activity [3].

The success of professional activity depends on each specialist's ability and skills to mobilize their efforts for systematic work, rationally build their activity, manage their emotional and psychological state, unlock their potential, and be creative. The structure of the competence of the specialist involves experience (knowledge, skills), orientation (needs, values, motives, ideals), quality (ability to synergetic manifestations, adaptation, interpretation, self-development, integration, transfer of knowledge from one branch to another). The professional competence includes subject (special), psychological, differentiated, reflexive components. The structure of professional competence as the result of the training of future tourism specialists is due to its components being the key, basic, special and professional competencies, each of which has a cognitive, activity and personal aspect [2].

The personal component is a system of professionally determined qualities of the personality, abilities, motives, interests that determine the position of the tourism specialists, his professional orientation (the leading motive of which is the care of maximal self-actualization of his personality), professional reflection. The personal component includes: communicative abilities, responsibility, focus on the end result, search of effective ways of cooperation, mobility, creativity, etc. The activity component it includes accumulated professional knowledge and skills, reflects the manifestation of the initiative and creativity, professional qualities of personality; correlates with the skills associated with the psychological aspect of the personality: communicative, perceptual, reflexive. The reflexive component of the structure of professional competence of tourism specialists includes the readiness of the specialists industry of tourism to evaluate and self-assess professional activity and the results obtained, to make timely adjustments to professional activities, to carry out analysis and forecasts.

In the professional activity of the tourism specialists intellectual, cooperative,



social-perceptual, personal and communicative types of reflection are presented. Professional reflection carries out design, organizational, communicative, semantic, motivational, corrective functions. Reflexive skills promote the development of skills, provide self-regulation, self-improvement and self-development of the tourism specialist's personality. Reflection involves self-control, consciousness of action [4]. In the concept of professional development of the tourism specialists reflection is seen as a means of solving intrapersonal contradictions, the cause of which is inconsistency between "I-real", "I-ideal" and "I-reflexive". The result of personal reflection is the "image of me" of the tourism specialist as a generalized system of representations of the subject about itself: in the system of professional activity, in the system of professional communication and in the system of personal development. The systematic exercise of reflexive activity by the tourism specialist helps to establish its professional competence.

The system for the development of professional qualities of future tourism specialists provides for the creation of both an appropriate developmental environment (special psychological and pedagogic influences, interaction, organization of socially significant activities), and a set of tools aimed at the development of motivation for self-understanding and self-improvement, self-development of responsibility as an integral personal quality. To arrange in an efficient educational process, it is necessary to create motivational (formation of the motivation for active activities), content (development of proper documentation) and organizational (organizational structure of the educational process, implementations of active forms and methods of study, etc.) conditions.

Reflective component also plays an important role in the educational process. Summarizing the results of each stage of training is necessary not only for evaluating its effectiveness, but also for the development of reflection and introspection as attributes of the personality, as well as for the formation of the need for self-improvement.

Summary and conclusions.

In conclusion, the modern system of domestic higher education should focus on creating optimal conditions for the formation of a harmoniously and comprehensively developed personality of a competent specialist, who thinks creatively, is capable of self-improvement and self-realization, has a sense of responsibility, civic self-awareness and activity; create conditions for realizing the personal potential of future tourism specialists in order to optimize social life, stimulate the development of



students' need to serve the society and develop professional qualities. The improvement of the training system of tourism specialists should be considered not only from the point of view of mastering the theory and practice, mastering psychological concepts, but also from the point of view of high level of their readiness and ability to solve non-traditional professional problems in various situations of the activity process, determining the need for systematic purposeful work to develop the professional competence of tourism specialists, to consideration a psychological aspects of its formation.

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