

METHODOLOGICAL REQUIREMENTS OF THE COMPETITIVE APPROACH IN TOURIST FORMATION OF THE FUTURE TEACHERS

Dudorova L.J.

Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine

Annotation. *Purpose:* to prove methodological requirements of the competitive approach in the tourist preparation of the future teachers. *Material:* the research work was made on the basis of studying of references, the analysis and synthesis of the received information, with the usage of the method of pedagogical designing. *Results:* methodological requirements of the competitive approach in tourist formation of the future teachers are considered and concretised. The methods of objective diagnosing of tourist preparation of the future teacher is opened. It is noticed that for objective diagnosing are necessary not only the subject (as it descends in traditional training), but also the system, professionally oriented criteria, allowing to measure level of forming of tourist competence of the future teacher. *Conclusions:* the universal structure of tourist competence of the future teachers consists of following components: motivational; cognitive; praxeological; individually-psychologic; the subjective. The assessment of these components allows to define complex level of forming of tourist competence of the future teacher.

Keywords: competitive approach, requirements, tourist education, future teachers.

Introduction

The modernisation of higher education spent in our country on a basis of the competitive approach, has essentially mentioned the whole system of the higher pedagogical education. It makes demands to formation of new level of thinking of the student [Modernizatsja buschoi osvitu Ukrainu i Bolonsky potses//Osvita Ukrainu. 2004. - № 60-61, - p.7 - 10].

The future teacher should be able not only to find, estimate and analyze the necessary information, but also creatively use it in practical, quickly evolving professional work [15, 17]. The result of activity of educational institutions is aimed on key competence: intellectual, methodological, civil-law, communication, information, actually pedagogical. [1, 2, 14, 20]. It demands from a modern pedagogical science of judgement of the saved up theoretical knowledge concerning formation of the competent person, generalisation of available practice of the organisation of the educational process yielding expected results, their reductions in conformity with new social realities, with the international standards, workings out of methodical toolkit of formation of socially competent behaviour of trainees at different educational stages [3, 5, 6, 12, 13].

There are a lot of psychological pedagogical researches on application of the competitive approach in the education: the main directions of realisation of the competitive approach in formation (V.Bolotov, E.Zeer, V.Lugovoj, N.Nikandrov, N.Nichkalo, V.Serikov, J.Tatur, etc.); competence principal views (I.Zimnjaja, G.Selevko, A.Hutorsky, T.Shamova, V.Jagupov, etc.); a concept substantiation «professional competence» (V.Bezduhov, M.Voloshin, V.Lugovoj, A.Markova, S.Mishina, P.Tretjakov, S.Shishov, etc.); modelling of principal views of competence of subjects of pedagogical process (V.Bolotov, A.Dahin, V.Serikov, V.Jagupov, O.Yarygin) etc. Analysis of these results and other researches has shown that professional competence of the expert integrates all its mental processes, properties, conditions and formations, motives, abilities, knowledge, experience, professionally important, subjective and personal qualities and is an integrated indicator of his or her professional readiness.

On the basis of the Decision of the Cabinet of Ministers «About support of the State programm of the tourism development on 2002-2010 years» in Ukraine conditions for preparation of experts for tourism sphere [by State programm of the tourism development on 2002-2010 years are actively created: signed by the Cabinet of Ministers 29.04.2002, №583].

The research is done according to a theme of SRW of Institute of higher education of National academy of pedagogical sciences of Ukraine «Psychologic-pedagogical designing of the personal oriented technologies of training in higher educational institutions» (№ 0103U000963).

The purpose, work problems, a material and methods.

Research purpose: to define methodological requirements of the competitive approach in the professional-tourist preparation of the future teachers.

Research problems. 1. To concretise methodological requirements of the competitive approach in the professional-tourist preparation of the future teachers. 2. To prove pedagogical support of the professional-tourist preparation of the future teachers and diagnosing of its results.

Methods and the research organisation. Research was spent on the basis of studying of references, the analysis and synthesis of the received information, with the usage of a method of pedagogical designing.

Results of research.

In the modern psychologic-pedagogical literature the basic directions of realisation of the competitive approach in formation are actively discussed, the concept "competence" in particular is proved, the most different ways of identification of competence are offered: key, professional, special both their versions and components [4, 6, 7, 20].

For purposeful introduction of the competitive approach in the professional-tourist formation it is necessary to concretise its methodological requirements which have, on the one hand, intersubject, integrated, dynamical, different, multipurpose and subject character, and on the another - character of ideas, rules and principles. They can be unified with reference to the future teachers and to the group in semantic filling, i.e. to formulate methodological requirements of the competitive approach in the professional-tourist formation.

Motivational requirements to the future teachers of system of professional-tourist education which, on the one hand, are focused on actualisation of their motivational sphere in the course of professional pedagogical preparation, and on the another - start internal mechanisms of pupils on mastering by the professional-tourist competence and secrets of the professional-pedagogical skill. A key rule of realisation of this requirement is gradual introduction of the future teachers in the trade world, inculcation of motives and values of the professional-tourist activity. Formation of professional etiquette at the future teachers is the result of its realisation.

Subject orientated requirements to the professional-tourist preparation of the future teacher. An overall objective of the professional-tourist formation is formation of the subject of professional work [16, 19]. For this purpose it is necessary to adhere to a rule of reflexivity which provides an orientation of subjects of educational process - the teacher and students - on an operative objective estimation of a course and results of formation of the basic components of is professional-tourist competence, definition of arising blanks and problems in the professional-tourist preparation and their subsequent elimination, on the development of mechanisms of subject adaptation in the educational and professional environment.

Practice oriented requirements to the professional-tourist preparation of the future teacher. Practice oriented requirements are realised first of all in the course of the decision by the future teachers of the various professionally focused tasks. The most effective are such tasks which promote mastering by the professional-tourist models of activity and are based on the main principles of pedagogics developing of informative activity, forming practical thinking and professionally important qualities of the future teachers.

Universality and simultaneously concreteness of the maintenance of the professional-tourist formation of the future teacher which should represent it's didactic adapted expertise of the decision of the world outlook, informative, moral, social and the main thing - professional problems in the future of professional-tourist activity. J. Raven in the competence maintenance includes the specific ability of the person necessary for effective performance of concrete activity in certain subject sphere. This ability includes as highly specialised knowledge, special type of subject skills, ways of thinking, and also understanding of responsibility for the actions [8].

The maintenance of the professional-tourist preparation of the future teacher should be guided by model of the expert in which it is provided the basic components of its professional competence, and also requirements of competitive approach to the professional-tourist preparation of the future teachers are considered.

Requirements of organizational-pedagogical maintenance of realisation of the maintenance of the professional-tourist formation. One from the main reserves of the professional-tourist preparation of the future teachers is their independent work, the role of which by many teachers is not completely realised. Creative independent work at the system of studying-methodical maintenance and support can serves as a good support in the formation of the professional-tourist competence of the future teachers. For this purpose it is necessary to aspire to:

- 1) concrete definitions of the purposes of activity of students in each kind of creative independent work;
- 2) working out of the is professional-focused approach to the system of the tasks modelling creative activity of students and providing formation of the professional-tourist competence;
- 3) to association of tasks in system on the basis of the account of educational and their professional maintenance;
- 4) to formation of the basic requirements to the system of the tasks carrying out forming and developing functions and promoting overcoming by students of difficulties at mastering by is professional-tourist abilities and abilities;
- 5) to application of accurate system of pedagogical monitoring and estimation of results creative independent robots and its stimulations at students.

Standardization of the tourist preparation of the future teacher. This requirement is realised by means of the state educational standard. [11, 18]. The professional-tourist competence is defined by us, as well as at the majority of researchers, as интегративное formation (as the psychological term) the expert, including their professional knowledge, skills, abilities, abilities, professionally important qualities and the positive relation to the future pedagogical activity [5, 10]. Accordingly to it this structure provides the formation of both professional, and special competence which are characterised by such displays as motivation, a sociality, culture consistence, overobjectiveness, interconcreteness, systematic, oriented to practise, situation, dynamism and subjectness.

Possibility of the objective diagnosing of the results of the tourist competence of the future teachers.

For this purpose we suggest to be guided by universal structure of the professional-tourist competence of the future teachers and to diagnose the level of forming of each component.

Accordingly we offer such criteria: motivational; cognitive; praxeological; individually-psychological (professionally important qualities); subjective. This minimum quantity of criteria which can be specified, supplemented and improved (for example, communicative, emotionally-strong-willed criteria). On the basis of the definition of their concrete level it is possible to define the level of forming of the professional-tourist competence of the future teacher. For example, it is possible to allocate such five levels.

Low level: the future teachers do not use knowledge on tourist and disciplines of regional studies, are not able to use the professional-tourist knowledge in the dangerous situations, cannot spend the tourist - regional studies with children.

Below an average: the future teachers have the superficial knowledge, insufficient level of possession of the professional-tourist skills, own some elements of bases of tourist work with children, are not able to build logic structure of activity independently.

The average level: the future teachers can independently model system of the professional-tourist and special knowledge at sufficient level of possession of skills, however in incomplete volume, do not own all volume of the actions necessary for tourist work with pupils.

Above an average: the future teachers own by the system of general professional and tourist knowledge, skills of tourist work with pupils, possess creative practical thinking; apply the system approach to the decision of various tourist situations.

The high: the future teachers in the full own system of general professional and tourist knowledge, at the high level own the skills for tourist work with pupils, creatively solve the professional-tourist problems.

Conclusions

The universal structure of tourist competence of the future teachers consists of following components: *motivational* (semantic, motivational and personal attitude of the future teacher to the professional-pedagogical activity); *cognitive* (the professional theoretical and practical knowledge yielding representation that it is necessary to do and how to do); *praxiologocal* (ability to practical realisation and actualisation of this knowledge, skills, abilities, the personal and professional potentials in pedagogic significant result); *individually-psychological* (formation of individual socially-psychologic qualities); *subjective* (self-determination, self-control, self-reflexion, self-checking and a professional work of self-assessment). The assessment of these components allows to define complex level of forming of the tourist competence of the future teacher.

Prospects of the further researches in this direction will be realised in practical introduction of requirements of the competitive approach in the professional-tourist activity for the future teachers.

References:

- 1 Zimniaia I. *Vysshee obrazovanie segodnia* [Higher education today], 2003, vol.5, pp.3-7.
- 2 Il'iazova M. D. *Znanie. Ponimanie. Umenie* [Knowledge. Understanding. Ability], 2008, vol.1, pp. 67–71.
- 3 Il'iazova M. D., Busurina L. Iu., Zhiliaeva T. V. *Kompetentnostnyj podkhod k rezul'tatam vysshego obrazovaniia* [Competence approach to the results of higher education], Astrakhan, ASTU Publ., 2006, 120 p.
- 4 Ovcharuk O. V. *Kompetentnisnij pidkhid u suchasnij osviti* [Competence approach in modern education], Kiev, K.I.S., 2004, 112 p.
- 5 Lugovij V. I., Sliusarenko O. M. *Vishcha osvita Ukraini* [Higher education in Ukraine], 2010, vol.1, pp. 151–159.
- 6 Lugovij V. I. *Informacijno-kompetentnisnij pidkhid do rozvitku osobistosti v osviti* [Information competency based approach to developing individual education]. *Psikhologo-pedagogichni zasadi rozvitku osobistosti v osviti'omu prostori* [Psychological and pedagogical principles of personal development in the educational space], Kiev, 2008, pp. 64–72.
- 7 Pometun O. *Ridna shkola* [Mother school], 2005, vol.1, pp. 65-69.
- 8 Raven Dzh. *Kompetentnost' v sovremennom obshchestve* [Competence in modern society], Moscow, Cognitive Center, 2002, 396 p.
- 9 Education at a Glance 2011: OECD Indicators. *Glossary*. Paris, OECD Publications, 2011, 497 p.
- 10 Khalid Malik. *Human Development Report*. 2010, New York, USA, 2010, 216 p.
- 11 *International Standard Classification of Education*. ISCED 1997, UNESCO, 1997, 48 p.
- 12 Ruchen Dominique S. *Key Competencies for a Successful Life and a Well-Functioning Society*. Hogrefe & Huber Publishers, Germany, 2003, 206 p.
- 13 Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (Text with EEA relevance). *Official Journal of the European Union*, 2008, vol.111, pp. 1–7.
- 14 *Research-based Education at BA, MA and PhD Level*. Thematic Seminar for Higher Education Reform Experts 9-10 July 2012. Reader. Yerevan, Armenia, Yerevan State Linguistic University “Bryusov”, 2012, 24 p.
- 15 *Research-based Education: Strategy and Implementation*. Seminar for Bologna and Higher Education Reform Experts 5-7 November 2012. Reader. Budapest, Eotvos Lorand University (ELTE), 2012, 29 p.

Information about the author

Dudorova L.J.: ORCID: 0000-0002-6263-4995; d.dolyk@mail.ru;
Institute of Higher Education of the National Academy of Pedagogical
Sciences of Ukraine; Bastion, str. 9, Kiev, 01014, Ukraine

Cite this article as: Dudorova L.J. Methodological requirements of the competitive approach in tourist formation of the future teachers. *Physical education of students*, 2014, vol.2, pp. 13-17. doi:10.6084/m9.figshare.913457

The electronic version of this article is the complete one and can be found online at: <http://www.sportpedagogy.org.ua/html/ahive-e.html>

This is an Open Access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited (<http://creativecommons.org/licenses/by/3.0/deed.en>).

Received: 23.12.2013
Published: 31.12.2013