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NEEDS AS WELL SKILLS DEVELOPMENT OF TOURISM MANAGER IN UKRAINE

Summary

Perspective-oriented research and analysis of new and changing skill needs in the labour market demands research and analysis at various levels: macroeconomic, regional, local, sectoral, occupational and enterprise levels. Nowadays we hear more about European research into early identification of skill needs but this is still fairly limited and mostly concentrated in specific sectors, trades and occupations characterised by internationalisation, where the mobility of people, jobs and services are high. Tourism is one such sector.

The article under consideration deals with one of the urgent matters of contemporary society which is related to outlining and development basic needs and skills for tourism manager in Ukraine. The main problem of the proposed survey was defined as investigation of peculiarities, main features, characteristics of each foreign language activity appropriate for tourism specialty future experts as well as to suggest suitable foreign language assignments, that can be implemented in communicative foreign language competence formation for future professionals in tourism realm. To add, alternative skillset was proposed in the ongoing survey as well.

Key words: tourism sector, foreign language competence, needs and skills, special skills, manager, degree, training, education.

Introduction. At the outset of our modern methodological investigation it is worth to stress the actuality along with topicality of the educational present day

concern. The matter of shaping communicative competence is very highlighted nowadays. There are many problems in this area and also there plenty of possible solutions in different sources. In our investigation we are going to find out at least some from numerous approximate ways out to the matter of mastering needs and skills of managers in tourism sector.

When discussing the trends and skill needs in tourism, it is always interesting to start with some facts and figures on the current situation of European tourism. The general outlook for this dynamic sector is, in relation to other traditional European economic sectors, positive and quite optimistic for the coming years. Tourism is generally and globally acknowledged as being one of the few economic sectors that has more than significant growth prospects and is characterised as a catalyst for peace and prosperity [5].

Despite the increasing competition in overall world tourism, Europe is still the number one destination. It has the highest density and diversity of tourist attractions. If Europe wants to hold this position, the general trends and the skill needs in this sector are very important [2].

Materials and methods. Tourism is very important for the European economy. It accounts for 5 % of direct employment and proportion of European GDP and has a tremendous multiplying effect over other economic sectors, enjoying forecast stable growth for the future. Tourism has one of the highest labour mobility rates across Europe, permitting discussion of the emergence of a truly European economic sector and a labour market with a truly European dimension. Thus, the discussion about new occupations and future skill needs for the sector in Europe has a particular significance.

A number of international and European research and analysis activities into identifying skill needs for tourism have already taken place. Activities of such bodies as the World Tourism Organisation, World Training and Tourism Council, International Labour Organisation, Tourism Unit of the Enterprise General Directorate of the European Commission, and European Travel Commission have been very important in shedding some light on which skills and competences will be

required by the tourism sector. It is, however, important to bear in mind that for the listed institutions, skills and training issues are not the primary focus of their activities. Research in these subjects is normally linked to broader sector analyses [5, 6].

As in all post-soviet countries, the Ukrainian higher education system offers a combination of academic and professional qualifications acquired by mastery of the corresponding levels of educational and professional training. Ukrainian higher education consists of a multi-layered system of studies, based on several teaching cycles. The Law on Education mentions higher education degrees of minor specialist, bachelor, specialist, and master. A bachelor's degree programme usually assigns about 30-35 percent of academic time given to professional training, with the rest devoted to theoretical studies. This qualification also enables bachelor's degree holders to continue their education at the second-cycle programme for the degrees of specialist or master, again with further professional training [3].

The Law on Higher Education establishes the following educational levels:

- Incomplete higher education;
- Minor Specialist's degree;
- Basic higher education;
- Bachelor's degree;
- Complete higher education;
- Specialist and Master's degrees [3].

Professional Higher Education Qualifications Diplomas of higher education of all levels confirm both the educational level and professional qualification, adjusted according to national and international labour markets, where professional qualifications are defined as competence to fulfil specific professional tasks and duties. The List of Directions and Specialties specifies the professional qualifications in the Ukrainian higher education system, according to the requirements of national and international labour markets [3].

The levels of professional activity in Ukraine are defined as follows:

- User-level – skills for using an adjusted system;

- Operator-level – skills for preparing, adjusting, and operating a system;
- Operation-level – skills for testing and analyzing system operation;
- Technological-level – skills for developing systems;
- Research-level – skills for conducting system research [3].

Thus, during study being aware of challenges and trying to overcome them are essential to successful training and education of future tourism managers in Ukraine. Some *useful suggestions for tourism managers preparation* include: *make the learning process job-related; where possible, apply the mentor model; get strong support from both management and workers; try to integrate learning in the career path of the employee; embed the learning process in a strong framework supported by the organisation or company; include basic skills (language, behaviour, culture, organisation) in this learning process; the whole process needs passion, or at least motivation, with continuing stimulation from both sides; learning plans need to be transparent to the users; learning (still) needs to be fun for everybody; it is very important to establish goals and measures to evaluate results and outcomes; importance of social dialogue is not to be neglected; partnership in general is crucial for the success of every kind of learning process* [1, 2].

Main part. Therefore, the purposes of presented paper are as follows: firstly, to provide peculiarities, main features, characteristics of communicative foreign language activity appropriate for tourism managers; secondly, suggest suitable foreign language assignments, that can be implemented in communicative foreign language competence formation for future professionals in tourism realm; thirdly, to provide the research with the overview of general and basic skill needs for tourism managers.

Initially, we would like to express the remark relating the chronological order of different speaking activities provision. From our perspective, considering extensive experience in teaching students, we should point out that, first of all, teacher must start teaching process from mastering speaking skills. The tutor must rate student's speaking against a standard set of criteria.

- *Fluency and coherence.* Key points for fluency are your speed and how fluid and continuously you speak. Key points for coherence are how logically you order what you say, and the connecting words and phrases you use between and inside sentences.

- *Lexical resource.* The range of vocabulary you use and how well you use vocabulary to express meaning and opinions.

- *Grammatical range and accuracy.* The range, accuracy and appropriate use of grammar; the number of grammatical errors you make and to what extent the errors block effective communication

\- *Pronunciation.* How easy it is for the listener to understand your speech [2].

In all, all outlined speaking abilities can be achieved by means of conducted exercises, for instance:

1. *Pronounce the following rhymes and poems paying attention to highlighted words and phrases. Synonymize tourism terms.*

2. *Get acquainted with the most inspiring travel quotes of all times. “Travel is fatal to prejudice, bigotry, and narrow-mindedness.” – Mark Twain. “The world is a book and those who do not travel read only one page.” – St. Augustine.*

3. *Express your personal opinions concerning their meanings.*

4. *Make a mini-dictionary noting from presented quotes only travel words and phrases with your personal translation or synonymous interpretation.*

5. *Study the following phrases with the Longman Dictionary assistance and perform mini-dialogues or conversations with them [3].*

The next skills should be connected with listening activity. So, the tasks should be different and interesting for students. For example, future tourism managers expect to find a variety of task types and answer formats. Here are examples of the main task types: *forms, multiple choice, short-answer questions, flow-chart completion, sentence completion, table completion, labeling a diagram, plan or map.*

In spite of the fact that many research activities into skills issues in tourism are taking place in Europe and worldwide, research in early identification of skill

needs in the sector are still exceptionally rare. This has several causes: persistent statistical gaps for this sector; domination of SMEs which are traditionally averse to research; very weak role of social partners. The numerous research activities are rather isolated, and hence offer limited impact and only partial transfer to policy and practice. The vulnerability of the sector makes it very difficult to cast any predictions and thus imposes additional problems for early identification of skill needs [3, 4].

Having conducted review of main foreign language communicative skills demanded from managers in tourism sector, we would like to emphasize on specific skills, supplementary needs and abilities required from them too.

It worth mention that tourism is still a very specific sector, so specific knowledge about the sector is required. For the tourism managers, however, there are still general and basic skill needs for everybody. For example, lack of knowledge of foreign languages has been recently recognised by national tourism organisations of some European countries as a lasting problem and even as a competitive disadvantage. Entrepreneurship – a concept still vaguely defined – is taken more actively on board by education providers who are working on this notion and thinking of implementing this even at the compulsory school level [5].

There are also specific skill needs defined by labour category. At management level, these are rather transversal skills, hence tourism managers often have an educational background in accountancy, marketing, law, economics.

Nevertheless, managers are expected to possess the following skills and competences: computer skills, business and strategic planning, strategic alliances, management skills, management through visions and values, yield management, accounting, product development, innovation, human resource management, destination management, project management, management skills to cope with globalisation influences, change management, marketing and sales skills [5].

Other labour categories can be defined: supervisors, skilled craft workforce and the semi-skilled. Managers in tourism need basic computer skills, human resource management, hygiene, accounting, supervision and training skills. Personal

skills, problem solving and basic computer skills are especially important for the skilled tourism managers [2,5].

Results and their discussion. In summary, we are to conclude our brief investigation with the outcome, that it will be quite important to mention that in order to achieve high results in mastering foreign language communicative skills by tourism managers a lot of factors should be taken into consideration and paid attention on. That is in case of applying such circumstances as motivation to learning foreign language, aspects of giving key tips, advices and rules for learners, various methods and techniques and awareness of students' memory features and potential.

As a recommendation for further scientific investigation in the area of complex shaping needs and skills of tourism managers can be outlined such direction as active implementation of computer technologies into the glossary learning process, because knowledge of English for specific purposes is demanded and urgent in order to succeed in occupational abilities.

Conclusions. The survey results draw our attention to the fact that education and training programmes must be rearranged in accordance with the changing supply of products. There is a gap between the labour force demand for tourism and the supply of those graduating from universities.

Consequently, more practical training programmes must be introduced. Systems of exchange, facilitating acquisition of practical experiences abroad, must be developed, since tourism expects its manpower to be familiar with as many cultures and languages as possible. With the rapid growth of health tourism, 1 500 animators and wellness specialists will soon be needed. It seems a grave mistake not to provide the qualifications appropriate to the everyday practice of tourism and give trained students to other economic fields.

Last but not the least, EU accession and the expansion of the labour market will, it is hoped, bring about the alignment of tourism education principles within the EU.

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Therefore, the purposes of presented paper were defined as follows: firstly, to provide peculiarities, main features, characteristics of communicative foreign language activity appropriate for tourism managers; secondly, suggest suitable foreign language assignments, that can be implemented in communicative foreign language competence formation for future professionals in tourism realm; thirdly, to provide the research with the overview of general and basic skill needs for tourism managers.

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So specific knowledge for the tourism managers, general and basic skill needs were listed in the frame of research. For example, lack of knowledge of foreign languages, entrepreneurship, transversal skills. Hence, it was concluded that tourism managers are expected to possess the following skills and competences: computer skills, business and strategic planning, strategic alliances, management skills, management through visions and values, yield management, accounting, product development, innovation, human resource management, destination management, project management, management skills to cope with globalisation influences, change management, marketing and sales skills.

Taking everything into consideration, we came up with the survey results which draw our attention to the fact that education and training programs must be rearranged in accordance with the changing supply of products. There is a gap between the tourism managers demand for this sector and the supply of those graduating from universities in Ukraine.

Key words: *tourism sector, foreign language competence, needs and skills, special skills, manager, degree, training, education.*