Training Bachelor of Tourism to the Profession in Terms of Multicultural Educational Space

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Abstract: The needs of the tourist domestic market and the integration of education into the international educational space require understanding of the phenomenon of multiculturalism and finding new ways of its realization in the process of professional training of bachelors in tourism. The article considers the problem of training bachelors in tourism for professional activity in a multicultural educational space. Features of creation of multicultural educational space, that, according to authors, needs new approaches to the organization of educational activity, introduction of an innovative field of cultural interaction through introduction of innovative technologies based on dialogue of cultures, which will be directed on activation of emotional, intellectual and creative sphere of personal development are characterized. Such technologies can be considered as a reserve of qualitative training bachelors in tourism to the professional activity in terms of multicultural education space.

The main purpose of the article is to analyze the state of tourism potential of Ukraine and the conformity of the system of professional training of specialists in this field; to determine the possibilities of creation and realization of multicultural educational space through modeling of cultural interaction and to determine the ways of its implementation in higher education institutions.

The authors chose the competency paradigm as a methodological basis for the study of the learning process with an emphasis on the fact that focusing only on vocational education is not enough for the work of a specialist in today's globalized world. Without taking into account the intercultural experience of communication in the context of real tourism practices to meet the needs of the tourism industry is quite difficult. Empirical research suggests that a number of problems that slow down the process of training bachelors in tourism to address the challenges of the modern market of tourism services require multicultural consideration. Therefore, according to the authors, we need modern approaches to training future tourism professionals, one of which involves improving this process through modeling. The structural-functional model of formation of multicultural educational space developed by authors will allow to carry out the process integrally and systematically, and consequently to reach the purpose and realization of the set tasks.

Keywords: *multicultural educational space; cultural interaction; technologies of cultural interaction; modeling of cultural interaction; multicultural training for higher education applicants; structural and functional model of formation of multicultural educational space.*

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1. Introduction.

The functioning of the tourism industry in the socio-cultural space of today's information and globalized society requires new approaches to its understanding and the search for effective ways to train specialists capable of meeting the expectations of consumers of tourist services. First of all, it is about creating a multicultural educational space as an integrated model of interaction among the participants of this process. The professional training of bachelors in tourism in higher education institutions should model and embody new cultural patterns, and be filled with cultural-dominant, which in turn requires the introduction of an innovative field of cultural interaction while studying disciplines of the curriculum.

However, there is a lack of new individual (author) techniques for the training of specialists in tourist support, who would spread the practical experience of modernizing the educational process by means of cultural disciplines in higher education, in particular in the tourism industry. It is about updating the scientific search through improving t, emotional states of the personality of bachelors in tourism, which influences the development of their abilities for cultural communication.

The modern model of education is to ensure the integration of different methods of learning material on the basis of the interaction of reproductive and creative elements, gain for cultural content of teaching methods, the development of mechanisms for transferring acquired cultural norms and values.

The major terms of the formation of a competitive national economy based on intellectual factors are innovative development, creating the most modern educational environment, based on harmonization of national and international standards of higher education; integration into the European educational space.

2. Research methodology

To achieve the goals of this study, we applied a set of theoretical and empirical methods. Theoretical analysis of pedagogical research (Kovalinskaya, 2016; Bozhko, 2016; Byikasov, 2008; Fedorchenko, 2005; Coulby, 2006) showed that the problem of forming a multicultural educational space requires a clear definition of the theoretical positions of intercultural education. The essence of the concepts "multicultural education" and "multicultural education" is substantiated in the works of scientists; the content of their main components is revealed (Nikolaevska,

2014; Dubaseniuk, 2010; Bogdanova, 2011). The study of scientific literature allowed to be acquainted with the facts that reflect the aspects and properties of the process of training bachelors in tourism for professional activities in a multicultural educational space. This allowed the authors to draw conclusions and summarize the common features of this process, to explore the best practices for solving the problem. In the process of research based on analytical methods of analysis and synthesis of trends and features of each element of the system of bachelors in tourism professional training in higher education institutions the content of disciplines was improved, practices of virtual cooperation and multimedia approaches were developed.

Thus, according to scientists (Wilmot, Rushton & Hofmann, 2016) an important component should be the preparation of students to work in a globalized world, the development of intercultural communication skills. Particular attention is paid to the formation of intercultural competence and ways of its development (Perry & Southwell, 2011; Chiper, 2013; Busby, 2001).

The information obtained by the generalization method allowed modeling the process of functioning and development of multicultural educational space in higher education institutions. Due to the developed structural and functional model of this process, mechanisms of its implementation and implementation of learning technologies in a multicultural educational space, the process of training bachelors in tourism for professional activity will be successful.

A number of researchers have addressed the problem of the cultural approach to education in its various aspects. Among the studies concerning the cultural approach to education, the works of E. Gurel, L. Altinay, R. Daniele (2010); Y. Inui, D. Wheeler & S. Lankford, M. Witsel (2003) and others. These researchers have developed the main conceptual provisions of the cultural approach, the principles of development of the educational process in the context of this approach in terms of learning on different profiles. The problem of formation and development of cultural foundations of tourism education was given by scientists: L. Bezkorovayna (2018), M. Morgan (2004), T. Zyuzina (2010), V. Fedorchenko (2005), N. Fomenko (2014), M. Witsel (2003), etc.

On the basis of materials related to the creation of multicultural educational environment (Asayeva, 2012) were singled out such components as «forming tolerant relations in a multicultural environment» (Delyanchenko, 2013), «the introduction of integrated courses on intercultural communication» (Chiper, 2013; Schott & Kathrryn, 2008;

Holubnycha, Kostikova, Lobzova & Chornovol-Tkachenko, 2019); «multicultural competence» (Kondratieva, 2017).

3. Results and discussion

The current state of formation and realization of the existing tourism potential, given the Ukrainian tourist services market, can be described as uneven. The authors used the Statistica software package to analyze the obtained data, which allowed to clarify the dynamics of the market of tourist flows of Ukraine for 2011-2018 (Ministerstvo rozvytku ekonomiky, torhivli ta silskoho hospodarstva Ukrainy). The results suggest that the trend of increasing flows of outbound tourists to other countries, in particular since 2016 (from 2060974 people to 4024703) significantly expands the use of a range of means of intercultural communication, and therefore requires respect for diversity and multiculturalism. (Fig. 1).

Fig. 1. *Dynamics of tourist flows of Ukraine, persons*

According to statistics in 2018 (Turystychna diialnist v Ukraini u 2018 rotsi), the total income from the provision of tourist services (excluding VAT, excise tax and similar mandatory payments) amounted to UAH 16,935.3 million, including commissions, agency fees and other fees - UAH 384,2 million. At the same time, the operating expenses incurred by the tourist entities amounted to UAH 12,408.1 million. Obligatory payments to

tourism budget entities and extrabudgetary funds amounted to UAH 127.2 million. Our analysis of the number of tourist operators in Ukraine (for 2017 and 2018) has made it possible to ascertain the number of tour operators from 498 to 529; travel agents from 1172 to 1243. At the same time, there is a decrease in the number of entities engaged in excursion activities - from 73 in 2017 to 61 in 2018 (Fig. 2).

Fig. 2. *Subjects of tourist activity of Ukraine (legal entities)*

We found out that the number of tourists served by tour operators and travel agents in 2018 amounted to 40845 people in the Dnipropetrovsk region; in the Lviv region - 114364 people; there are 51898 people in the Odessa region. In particular, in the Dnipropetrovsk region, as of 2018, the number of full-time employees of the subjects of tourism activity amounted to 351 units. (Higher education in tourism 118). The income from the provision of tourist services in the Dnipropetrovsk region is 30937,8 thousand UAH (from the excursion activity 733,5 thousand UAH); in the Lviv region – 442823,2 thousand UAH. (from the excursion activity 7483,2 thousand UAH); in the Odessa region – 172028,9 thousand UAH. (from excursion activity 5564,4 thousand UAH).

According to the report of the World Economic Forum in tourism over the past two years «Ukraine has the fastest growth rate in the sub-region, rising 10 places and took the 78th place in the world. In particular, as the stabilization and reconstruction of the country Ukraine dramatically improved the business environment (from 124 to 103 seats), security (from 127 to 107 seats), international openness (from 78 to 55 seats) and general

infrastructure (from 79 to 73 seats)» (The Travel & Tourism Competitiveness Report, 2019).

Our analysis of statistical data confirms the need for training specialists travel profile can work productively in a multicultural world conditions on the basis of intercultural dialogue, capable of searching and creative solutions (that is, features training for complex and multifunctional areas).

It is clear that the priority is intercultural communication, which skills and experience must be taken into account in the context of real tourism practices (Wilmot, Rushton & Hofmann, 2016). These special requirements need to understand that «the content of different cultures can not be compared» (Cooper, 2002; Holden, 2007), and therefore need to collect information about the world, ways of action, incentives actions («cultural patterns»).

It should be noted that the reform of the system of professional tourism education and its improvement in terms of multiculturalism require the tasks specified in the «Strategy for the development of tourism and resorts of Ukraine for the period up to 2026» (Stratehiiia rozvytku turyzmu ta kurortiv Ukrainy na period do 2026 r.). Researchers (Chiper, 2013; Perry & Southwell, 2011) note the importance of intercultural learning, which can be implemented through the inclusion of integrated intercultural communication courses. It is this quality of education and the increasing role of multicultural education in educational practice that researcher V. V. Asayeva. She states that «the problem of multicultural education in Ukraine is of particular relevance» (Asaieva, 2012).

David Coulby notes that to date there is a «desire for education to be able to negotiate between cultures» (Coulby, 2006). O. A. Dubasenyuk, exploring the problem of multicultural preparation of students, states: «Multicultural social, including educational space, should function as a holistic system of polylogy of cultures» (Dubaseniuk, 2010).

We consider the cultural approach as one of the priority approaches in realization of principles of formation of multicultural educational space as it allows forming personal determination in culture. This study is based on the authors' experience of the teaching disciplines for bachelors in tourism. In the course of research, we made the analysis of programs of educational disciplines of preparation of bachelors on a specialty 242 "Tourism". The analysis showed that the problem of forming multicultural competence of bachelors in the field of tourism in the process of professional training remains out of the attention of teachers.

Unfortunately, the system of training bachelors in tourism is often not compatible with the needs of modern students, there are no developed

innovative models of relationships with clients, which are designed and implemented during group work in practical classes; a significant number of topics are not sufficiently rich in multicultural information, which does not increase the tolerance and understanding of higher education applicants; there is no desire for education «to negotiate across cultures» (Chernega, Gorina, Romanukha, Bohatryova, Nikolenko, 2019). The educational material is analyzed by us from disciplines «Organization of excursion activity», "Fundamentals of Tourism", "Organization of tourist trips", «Specialized tourism», «Organization of business tourism and exhibition activities» showed that the nature of selection, systematization and didactic organization of cultural knowledge in the process of disciplinary professions needs to be restored; the logic of studying disciplines should be updated to take into account the competency paradigm of multicultural activities and the introduction of innovative tourism practices (Inui, Wheeler & Lankford, 2015). These practices should be based on the principles of modeling multicultural interaction, improving the means of intercultural communication, etc. (Dyshko, 2017).

The multicultural potential of individual subjects is based on the possibility of enhancing aspects of multicultural education and the formation of multicultural competence in the content of educational material, which provides a successful solution of the tasks set: the connection of the studied material with the life, future personal and professional plans of the student. The content of the educational material should be selected on the basis of emphasis on the value and moral aspects of multicultural competence (Perry & Southwell, 2011). When solving educational tasks, it is necessary to involve materials, facts of the historical and cultural heritage of your country and region. When studying the subject, it is necessary to use local lore, take into account local traditions and cultural values (Delianchenko, 2013; Poliakova, Ridel & Kyrychenko, 2019).

We agree with I. Isaev's opinion on the importance of the technological aspect of the cultural approach (Isaev, 2002). At the same time, we consider it relevant to the person-creative approach, which involves the change of the person, his becoming as a creative personality.

That is why, functioning in higher education (tourist education is no exception), the instrumental and normative model of training of specialists should be replaced by cultural creation. By considering tourism education as a cultural process, we will be able to create an educational space in which each subject will be the bearer of multilevel cultural information. In particular, it is important to create such an activity environment where the student gradually, step by step, transforms it from educational to

professional in the process of creating «virtual reality» through tourist practices (Brajnik, 2002).

The cultural approach is defined by scientists as a concrete scientific methodology of cognition and transformation of reality, the basis of which is axiology: the vision of education through the lens of the concept of culture, understanding it as a cultural process. It is about creating a cultural environment, all components of which are filled with human meanings and shape the capacity for cultural self-development and self-determination in the world of cultural values (Witsel, 2003). According to another definition, the cultural approach is a direction in pedagogical practice, which is based on the principle of cultural conformity of education, which in no way contradicts the scientific content of education, but complements and enriches it (Brajnik, 2002). From our point of view, this approach ensures the true humanization and humanization of tourism education.

Considering that tourism is a form of expression and a way of realizing the dialogical nature of culture, a value approach to the substantive component of specialist training is important. The choice of value approach, according to L. Bezkorovayna, «determines the system of value orientations, which demonstrates the importance of social, cultural, moral and educational aspects» (Bezkorovaina, 2018). Scientist stresses that in time «the development of a harmonious multicultural personality with a holistic scientific outlook on the global, international role of tourism in the cultural unification of mankind» (Bezkorovayna, 2018).

Culture directly influences the content of all components of tourism education. In the conditions when tourism in modern society becomes a means of nurturing respect, perception and understanding of the diversity of different cultures, the cultural coloring of the individualization of the educational trajectory of each student becomes relevant. Requirements for technological and operational ways of presenting educational material, first of all, of artistic and aesthetic content are increasing. Formation of emotional-value attitude to the spiritual inheritance of humanity will contribute to the formation of value dominants of modern youth. In this aspect, a favorable multicultural space is being created, dominated by intercultural communication and communication techniques for the presentation of the tourism product. Taking into account the cultural aspects of professional tourist activity will allow qualitatively and effectively to interpret cultural knowledge as a kind of socio-humanitarian space (Dovhopolova, 2007; Polova, 2012).

A. I. Bogdanova notes that multicultural educational environment contributes to the successful integration of the individual into the national

and world culture, shapes both the ethnic and national identity of the individual. A multicultural environment forms a multicultural personality, a completely different, more harmonious form of existence of a modern person, helps it to find its place in the system of relationships at the social, cultural, economic and other levels (Bogdanova, 2011). The researcher insists on the need to create a modern multicultural educational environment as a spatial organization of the objective world, being external to the subject, significantly influences its condition and development, as well as provides various opportunities for comprehensive personal improvement.

We have developed a structural and functional model of forming a multicultural educational space in the process of professional training of a bachelors in tourism, which is based on the principles of systematic, integrity, synergies, predictability and purposefulness, in accordance of these components to the set goal (Fig. 3).

Fig.3. Structural and functional model of formation of multicultural educational space in the process of professional training of bachelors in tourism.

Source: *Developed by the authors*

The structural components of the model determine the features, functions and mechanisms of its implementation.

The main features of the model include the integrity of the educational environment, which is formed in the process of professional training of bachelors in tourism. Integrity involves the integration of all the components of a vocational training system based on interpersonal interaction and interaction of personal content. Such integration must take place at both substantive and procedural levels.

However, according to R. M. Nikolaevskaya multicultural environment by itself does not guarantee development. It is possible only when the focus of the teacher will appear profound personality changes that can occur under the influence of various factors multicultural space. Convert surrounding the student reality on the environment that can affect a person, is a priority task of teaching (Nikolaievska, 2014).

The main quality of such an environment is its ability to transform and self-regulate, in accordance with changes in the tourism industry and the challenges of today. It should be noted that the quality of vocational training can be ensured if it is implemented in the context of a holistic educational space (at the target, content and procedural levels).

Recognition of higher education recipients by the holders of multilevel cultural information will allow the formation of a person capable of cultural self-development and self-determination in the world of cultural values. Important here is the definition of the functions of a multicultural educational space: value orientation (formation of a system of value orientations and relations in the process of dialogic interaction); multicultural self-preservation (gives the opportunity to preserve and protect their individuality, to understand their ethno-psychological and multicultural features); social adaptation (ensuring students' adaptation to living conditions in a modern multicultural society); creative function (contributes to the realization of the creative potential of the individual through the development of both cognitive and social activity) (Coulby, 2006).

An important component of the structural and functional model of multicultural educational space is the definition of procedural and substantive mechanisms for its implementation. The first task is to ensure the cultural coloring of the professional training of bachelors in tourism. At the same time, we consider the priority of formation of multicultural competence of higher education applicants based on attraction of materials, facts of historical and cultural heritage; use of local history material and local traditions; cultural values of different eras, etc.

As practice shows, it is important to achieve the interaction of reproductive and creative elements in forming a multicultural educational space. It is about mastering bachelors in tourism through the mechanisms of transferring cultural norms and values in the process of interaction. These are innovative models of relationships with consumers of tourist services based on cultural content.

The second task is mastering multicultural communication through the introduction in the process of professional training of bachelors in tourism communicative techniques of presentation of the tourist product.

Another priority is considered to be the importance of introducing an innovative field of cultural engagement through tourism practices (personal-oriented technologies based on cultural dialogue, widening the range of intercultural communication, remote creative technologies, group work and group discussion, encouragement and dialogue).

The platform Moodle, which is based on distance studying involves the use of computer equipment, networking, text data, video materials, specific forms of control in a testing procedure, and interactive action: essay, essays, written messages, chat using Skype. With the help of a distance course, you can create your own learning path with alternative sources of information (Catteeuw, 2012; Watson, 2006).

It is important that the technologies of indirect active communication of teachers with students using telecommunication and the methodology of individual work with structured educational material are presented electronically. E-learning courses are rational: they extend the possibilities of traditional learning; make the learning process more diverse; automate the process of controlling and evaluating student achievement.

Subject distance learning active role of the teacher is not reduced because it has to determine the level of knowledge of the applicant, and decide on the adjustment of training programs in order to achieve the best mastering the material covered. If necessary, students can get advice teacher, talking to him online mode directly using the Internet as a means of communication (web-chat, IRC, ICQ, interactive TV, web-telephony, Telnet).

The most common are the following types of remote technologies - chat sessions, which take place simultaneously when all participants have simultaneous access to chat; - Web-based classes or distance lectures, conferences, seminars, business games, labs, workshops and other forms of training sessions conducted by means of telecommunications and other features of the Internet; - Conducted teleconferences based on mailing lists using email.

It is about «the skills of intercultural management using social networks» (Wilmot, Rushton, & Hofmann, 2016). Any situations of intercultural communication that arise during travel create opportunities for the subject to become a carrier of cultural information. At the same time, scientists are focusing on creating a special information system that would allow a person, without leaving his apartment, to «visit» anywhere in the world (Wilmot, Rushton, & Hofmann, 2016). Examples of such virtual trips and museum visits exist. It is a completely different culture when relationships are built not with real objects, but with their specially designed models. This, in turn, requires a restructuring of the system of values of higher education applicants, because aesthetic needs may be met not by real objects, but by their virtual copy. That is why, one of the mechanisms of realization of the model of multicultural educational space we see development of communication skills on the basis of modeling of cultural interaction (it is a question of development of innovative excursions, mastering of communicative techniques of presentation of tourist product, etc.).

A useful instrument is YouTube, which serves as a source of intercultural communication and learning when higher educators watch and comment on videos and are able to disseminate cultural knowledge acquired through learning. One technology is a practice training course on video capture using Windows Movie Maker video capture software, a handy software for processing Audacity. Video capture tasks motivate students, stimulate their creativity, enable them to engage with diverse audiences, and have feedback through comments.

You can reserve the right to buy a new product for Applicants can offer higher education to create a new product for the tourist market, to simulate the process of negotiations on product selection, to describe the mission of the new company, to create a blog to promote this product to the Internet. According to P. Catteeuw, it is important to master the skills of oral and written intercultural communication. Verbal communication is possible through Skype and Viber, real-time online communication, online conversation (Catteeuw, 2012).

One of the interesting technologies are creating PowerPoint presentations on topics of professional disciplines of Bachelor of Tourism (eg, «Best Resorts in the World», «Unusual Museum in the World», etc.).

Marc Colpaert observed that today «there is a need for citizens of intercultural skills, the development of which education plays an irreplaceable role in the democratic» (Colpaert, 2009) and teaching (report by

the Commission on Accreditation NVAO28) intercultural should be expanded.

One of the factors and conditions for the formation of a multicultural educational space is the attraction of innovative technologies as a component of distance education. The flexibility of this method of teaching makes it possible to individualize the educational trajectory of higher education applicants. quickly and effectively. It is important to achieve cultural coloring of educational material and its focus on the formation of communicative competences (direct communication and through the means of the network); information competences (searching for information from different sources and the possibility of its critical reflection); self-education (ability to learn independently).

According to the National Institutes of Statistics (Nederlandse Centraal Bureau voor Statistiek and Belgische Algemene Directie Statistiek en Economische Informatie Eurostat) in 2050 the «foreign», «non-European» population will double, while the indigenous population will decrease by more than 10%. This would mean, for example, three out of ten residents of the Netherlands will have different cultural roots».

Therefore, the process of success of specialists in the tourism sector must be based on consumer satisfaction in the context of cultural and cultural interaction.

4. Conclusions and prospects for further research

The analysis of the state of the tourism industry indicates that the main reserve for improving the competitiveness of domestic tourism enterprises and increasing the attractiveness of domestic tourism lies primarily in improving the professional level of professionals in the tourism industry, who must have the technology to create a high-quality tourism product and be able to promote it implementation, as well as to provide high-level tourist services, taking into account all the features of the tour operator's interaction with potential tourists.

So, to institutions of higher education there is a problem in the formation of future professionals of tourism not only a system of knowledge and skills, but also provide opportunities for gaining practical experience in cultural cooperation, the implementation of which will achieve technological changes but also social.

The result of this study is: determination of the cultural approach as dominant in the formation of the educational space, identification of innovative forms of personality-oriented technologies based on the dialogue

of cultures; determining their capacity to dominate the process of filling culturological Bachelor of Tourism.

This article aims at implementing ideas (the prospects for further search) to improve the quality of professional Bachelor in tourism and the development of innovative forms of cultural interaction.

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