MODELLING OF EDUCATIONAL PROCESS IN TRAINING GUIDES FOR ECOLOGICAL TOURS WITH ACTIVE FORMS OF TRAVEL

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Summary. The article represents the model of organizing educational process for training guides for ecological tours with active forms of travel on the basis of algorithm developed by the author of the didactic package.

Research methods. For purposes of verification of the suggested hypothesis, and the realization of tasks in the framework of this study, we used data analysis of the scientific and methodological literature, study and generalization of pedagogical experience, survey (questionnaire), content analysis of final qualifying works of students in InterRegioTour Educational Noncommercial Partnership, pedagogical experiment on creation of the system of special training «Guide for ecological tours with active forms of travel».

Materials. The present research is based on the author’s many years experience to provide ecological tours with active forms of travel which basis is the thorough repeated training of participants and guides of the hikes, which were organized by the Interregional Association of Independent Tour Operators of the Russian Far East (IAITO), InterRegioTour Educational Noncommercial Partnership, and the tourist companies of the city of Khabarovsk: Azimuth LLC, Welcome LLC, Spartak Tour LLC, Safari Luxe LLC.

Results. Based on conceptual theoretical and regulatory provisions we have developed the innovative model of educational process of didactic system for training guides of ecological tours with active forms of travel which has been introduced into educational process taking into account modern requirements of the higher school. Also account has been taken for safety in operation of the proposed system that provides conscious, responsive, creativity-developing cognitive activity of trainees, as competent actors of the educational process.

Conclusion. Adaptation of the general didactic principles to specific didactic situation in the process of training of the subjects included in the block of training guides for ecological tours with active forms of travel, with reference to specific didactic problems – improving the personality-developing self-educational creative activity of trainees in the courses and their professional training – has allowed to develop and introduce into teaching practice the didactic design, making the learning process more conscious, responsive, and efficient.

The current state of the tourism industry in Russia leads to the need for training specialists capable to plan and implement programs of tourist activities connected with active forms of travel, including organization of sporting trips and tours (V.I.Zholdak, V.A.Kvartalnov, 2001).

Topicality to this problem is given by a whole complex of the interrelated factors, including the promptly increasing popularity in the world of ecological routes with active forms of travel and significant environmental potential of the Far East.

The need for reorientation of vocational training towards the development of professional competencies is conditioned by many factors. This is, above all, the fact that during the training of specialists significant changes occur in the sphere of their future professional activities and often young professionals face emergency situations in their work. In this regard, the process of guide training should
give him such knowledge, both theoretical and practical, that will be relevant for a long time and it will provide his successful work for many years.

«A guide is a professional showing tourists the attractions of an area or a city and ensuring safe travel along the route». (I.V.Zorin, V.A.Kvartalnov. The Tourism Terminology Dictionary, Moscow, Sovetsky Sport, 1999. page 85).

We have developed a model of the structural organization of the educational process for training tour guides (pic. 1).

![Diagram of educational process for training guides]

The developed model of educational process for training guides of ecological routes allows the teachers and trainees as full subjects of educational process, taking into account didactic situation of personal features and the professional purposes of training, to design not only various models of educational process and levels of knowledge of the teaching material, but also the process of training.
In our research, we relied on the author of the classical structure of pedagogical system V.P. Bespalko.

The model of educational process of didactic system for training guides has been introduced into educational process to meet modern standards of higher education. Taken into account was safety of functioning of the suggested system which provides conscious, operated, creatively developing informative activity of the trainees, as competent subjects of the educational process.

Terms of educational technology lie in the fact that the purposes relate to the results, forming a vicious cycle. Completeness of coincidence of the purpose with results serves as reliable criterion of efficiency of the pedagogical process. Management, combining all the components of the pedagogical system is also a relatively independent component, as it has its own purposes and structure. It is based on monitoring. The backbone component of the pedagogical system is often referred to the technology of educational process. With this approach, emphasizes I.P. Podlasy, pedagogical system is a sustainable organizational and technological complex, ensuring achievement of the intended purpose. (Podlasy I.P. Pedagogika, 2007. P.111).

Besides, the methodological basis of optimization is the systematic approach. Optimality criterions are the indicator on which basis the estimation of possible variants of the process development is made, their comparison and choice of the best one.

In our model we have tried to consider innovative trends in educational process, in the section "Life Safety" which provides safety of all components of the pedagogical system and is crucial. In training such a specialist as a Guide, much time is dedicated to practicing complex actions in extreme conditions of the environment, modeling dangers and practicing actions in them. All of the information received by the trainees in the course of training is focused and implemented in concrete actions in accordance with the methods developed by us. The primary goal is to provide the trainees with the skills so as to avoid risks and to exclude all cases of non-observance of accident control measures during tourist activities.

Psychologists say that no model can claim to universality [8,10,11]. In the process of object’s research, the model structure can be modified, some items may be removed or, conversely, the new may be added. Logic study of the problem requires the creation of such a structure of the model for special training, where the parties being in a state of interdependence, mutual change and mutual enrichment, ensure competitiveness of the specialist on tourism market.

The essence of ecological a guide personality professional self-development routes in process of training is that training process is focused on actual educational requirements of the personality, in his professional self-development, especially considering the specifics of this profession, requiring responsibility for health and life of the clients entrusted to the guide, pushes the trainees to motivation of training, the responsible attitude and initially subjective position in training. Their life experience and the experience of teachers act as a source of new knowledge. Rational combination of teaching theoretical and practical skills, as well as regular practice in an environment similar to that of the future work ensures continuity of training.

The attention paid by philosophers to the personality allows us to highlight in our reasoning the personal component as the leading one and to include in its content a subjective position of the person in communication and activities, as well as his personal activity in the process of training.

Let us formulate the important question: Should the education be "fast" or "long"? On the one hand, it is really possible to learn quickly many mass professions to the level of stable performance of "what the boss demands". But, on the other hand, many labor psychologists say that professional development continues until retirement. As V.S. Oleynikov says, the main task of vocational education is "... not only to give youth a general education and a profession, but also to develop in youth the prerequisites for the permanent, continuing, lifelong education, for learning new trades and skills..." [10]. The essence of "lifelong education" is the constant development of a professional, corresponding to developing modern production [9]. In addition to the simple list of the knowledge areas whose representatives study, research the labor, and some the relevant concepts, it is useful to consider the nature of connections between the labor psychology and the adjacent non-psychological branches of knowledge and practice. That's something to roughly outline the place of the labor psychology among
the relevant specific sciences. The fields of knowledge and practice having the first degree of relationship to labor psychology, are philosophy (not only in the aspect of common understanding of labor in development and existence of the man, but also of professional ethics and deontology — the study of duty and obligations), labor economics, labor sociology, physiology of labor, labor hygiene, professional pedagogics (pedagogics of vocational school, secondary special and higher schools), pedagogics of labor training and education, private methods of vocational school [1, 2].

Profession as an activity and an area of personality manifestation. Often overlooked is the fact that professional activity doesn’t just produce any goods or services, but above all, it allows a person to realize his creative potential, creates conditions for the development of this potential (it will be recalled that K.Marx said that the main result of labor is not manufactured goods, but «the man himself in his social relations»).

These factors primarily predetermine the urgent need to develop the conceptual content and effective form of training specialists for eco-tourism and their immediate implementation in vocational tourism education.

Bibliography