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Improving the Technology for Training Personnel in the Service Sector

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Abstract

The article is devoted to improving the technology of personnel training in the service sector. It is established that the cooperation of public associations and enterprises of various ownership forms with state and non-state educational institutions, as a principle of the system's formation, has allowed for the introduction of a multi-level approach to the training of the service sector specialists with the simultaneous inclusion of additional education systems. Thus, the system of service education, combined with additional education, creates a fundamental position of education for service professionals. The authors have found that the features of the educational process in the service activities are regulatory support for the content of tourism education, a holistic approach to the content of education and training, consideration of the organic unity of general and professional education, strong links between theory and practice, and the partnership between the spheres of education and labour.

Keywords: technology; training; services; education; design; service activities; personnel; economy.

JEL Classification: I29; M53; L89.

Introduction

Education and training will take a more important place in the future if only because the service sector is increasingly high-tech and contact sphere, in which personnel must be well-educated, sociable, professionally trained, speaking several languages, and understanding the nature of the service sphere.

Previously applied policies and practices concerning the workforce were based on HR management approaches that are losing their relevance. Ideas, approaches, and management priorities developed in other sectors of the economy, such as regular assessment and effective communication methods, penetrate the service sector. Education in the service sector has traditionally been based on developing students' analytical thinking to

understand conceptual problems. On the other hand, practical knowledge was given and skills were improved as well.

However, if previously employees could perform similar operations in different service sectors, such as selling tickets, now many operations are becoming more professional and require a high level of training. At the same time, with the rapid development of the service sector both in the world and in the Russian Federation, the labour market places increasing demands on specialists. Modernity requires not just employees having special education, but competent employees who can make professional decisions and solve typical and atypical problems, thereby ensuring high quality of service and meeting the needs of consumers.

Problems of personnel training in the service sphere are considered in detail by G. Bubnova (2016), A. Galkina (2017), T. Kolchugina (2016), A. Petukhov (2017), O. Sokolova (2013), V. Tagirov (2015), etc. However, scientific publications do not fully disclose the impact of the modern macro-environment on the nature and scale of the technology of training in the service sector, as well as the essence of structural and functional changes occurring in the labour market.

1. Methods

The theoretical and methodological basis of the study included the abstract-logical method and methods of induction, deduction, analysis, synthesis, and systematization used to justify the approach to improving the technology of training in the service sector, as well as the graphic method used to study the level and trends of changes in the parameters of training in the service sector.

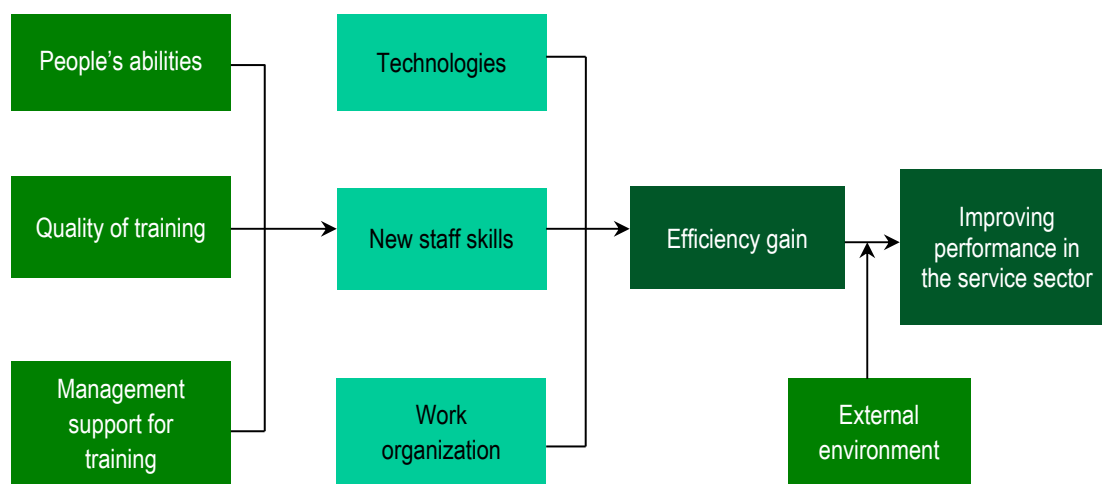
The information base of the article comprised the data of state bodies, legislative and regulatory documents regulating the technology of personnel training in the service sector, and results of scientific research (Demkina *et al.* 2019, 3; Drobysheva *et al.* 2018, 131; Markova *et al.* 2018, 25).

In the course of the study, we improved approaches to personnel training in the service sector, developed measures to coordinate activities between the main participants of the educational process, and justified the directions of development of the service sector in modern conditions.

2. Results

At the present stage, new specializations are being created in Russia and specialists are being trained in the service sector by a sufficient number of higher education institutions in various educational areas. Thus, there is a wide range of specialists in the service sector, which can not but affect personnel training (Figure 1).

Figure 1. Training system for the service sector personnel



The research allowed us to identify three aspects of training that are important for any service sector:

- fundamental training, which is responsible for obtaining knowledge according to the curriculum of the speciality;
- technical training, which develops skills necessary for this specialization;
- personal abilities, reflecting the personal qualities of the specialist.

In this case, the training of specialists in the tourism industry can be highlighted. Each country involved in tourism develops its system of tourism education that would meet the requirements of modern times and combine all three of the aforementioned aspects.

Recently, Russia has taken significant steps in the field of tourism education and created its system. However, it is worth noting that the system of tourism education in the country is only at the stage of its development and much more needs to be done to achieve a high level of professional training. This system covers the training of personnel at all management levels, including special professional education for the tourism industry.

The entry of Russia into the world tourism process requires appropriate personnel support since the level of service in tourism largely depends on the level of training of employees. This is a specific feature of the industry, where the complexity of service provides not only a significant share of manual labour but also a significant amount of interpersonal contacts.

Therefore, the communication component of a tourism service is provided by the staff at almost all stages of service and is a powerful factor of tourist acquisition. Besides, the dynamism of the industry (technological, marketing, information, and other innovations) requires an appropriate dynamic training system that can work at the level of European and international standards. In this case, methodological developments are the basis for the formation of a personnel training system for the industry.

The cooperation of public tourism associations and tourism enterprises of various ownership forms with state and non-state educational institutions, as a principle of the system's formation, has allowed introducing a multi-level approach to the training of tourism specialists with the simultaneous inclusion of additional education systems. Thus, the nature of tourism education in Russia, combined with additional education, creates a fundamental position of education for industry professionals, namely, continuity of training.

The first level of professional knowledge formation is already implemented in secondary school. There, students, simultaneously with general education disciplines, master the basics of the speciality concerning social animation, sports and recreational tourism, taught as a set of disciplines of primary tourism education. In this case, graduates receive primary special knowledge of tourism.

The second level – the acquisition of professional qualifications – is carried out in vocational schools, which are increasingly popular among school graduates looking to continue their professional education and obtain a profession in social tourism. It is a system of vocational education with a bachelor's degree in tourism.

At the third level, the professional needs of the industry and the individual are realized, namely, higher education (bachelor's degree is received). It is important to develop the system of the specialist's activity and their project and technological skills. At the fourth level, special training takes place, individual professional level is formed, and the culture of professional thinking of a specialist in the field of tourism is developed. At the fifth level (confirmation of qualification for postgraduate education), the priority is to synthesize and generalize the professional experience of a specialist, as well as acquire scientific and pedagogical skills.

Studies show that postgraduate education is the final level of professional education, where the role and importance of the system of additional education in the professional mobility of a specialist become even more significant and which continues throughout life. Therefore, the principles of multi-level and continuing education are specified in the programs of stationery and distance learning: school, vocational school, higher education institution, retraining, advanced training, obtaining a second profession, domestic and foreign internships, and employment, including abroad.

The experience of higher education institutions makes it possible to overcome the difficult problem of financial support for state and regional personnel training projects since the system of higher and postgraduate education, based on the resources and assets of enterprises of social and public tourism organizations, associations, and educational institutions, reduces the state's expenditure on education while maintaining the state licensing and accreditation procedures.

In this case, the national school of training specialists for professional social and tourism activities is formed not only through targeted funding from the state budget or regional budget allocations but also through the interdepartmental and interregional participation of various structures: social tourism associations, tourism enterprises, and educational institutions; non-governmental network of general and additional professional training (academies, institutes, branches, departments, training centres).

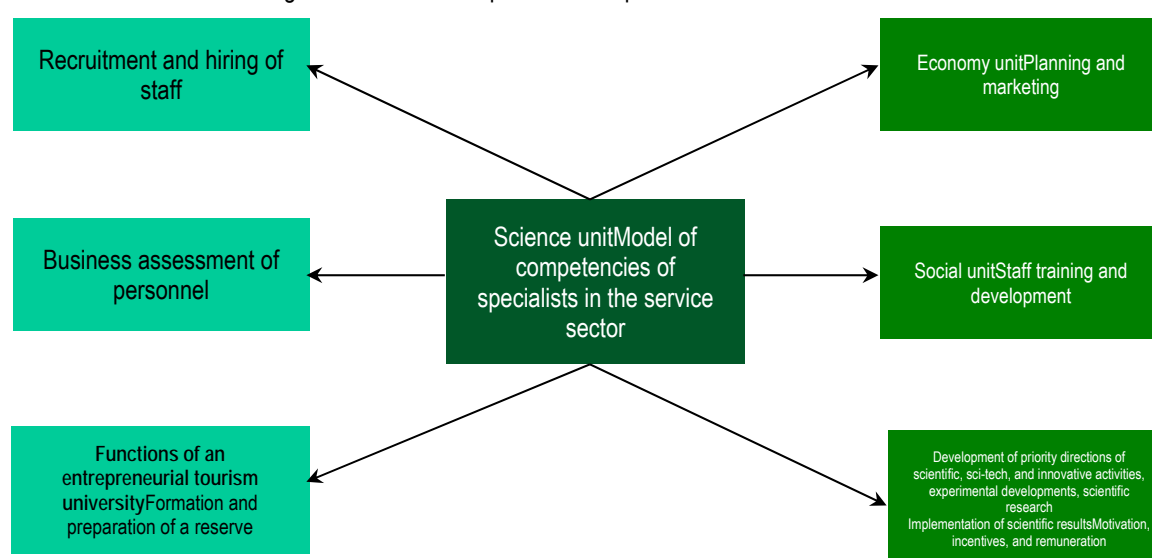
In Russia, there is mainly state funding for the activities of social educational institutions. However, in our opinion, confirmed by practice, the methodological and organizational basis of the national personnel training system should be the combined efforts of educational institutions of different levels of training. They operate

based on the principle of unity and compliance with the components of education, which are based on general and special professional training programs for tourism professionals.

The practice has shown that multi-level and continuous training and retraining will allow quickly solving the problems of accelerated provision of social tourism movements, tourism enterprises, and the complex that serves them with qualified personnel, specialists, and employees. For example, to specify the profile of professional training, specializations have been introduced indicating the qualifications and terms of training: junior specialist (organization of tourism and hotel management, trade, computer technology support), bachelor (information, information systems, international services, tourism, trade, commerce, computer science, hospitality), master (manager of a travel company, manager of supply and sales, accountant, economist, methodologist, teacher of higher education).

Recently, several radical innovations have been introduced. Faculties of pre-university and course preparation, as well as post-graduate education, have been opened, the extramural form of education has been expanded, and training of teachers of special disciplines for tourism education institutions has started. All this made it possible to develop a model of specialists' competencies (Figure 2).

Figure 2. Model of competencies of specialists in the service sector



New economic conditions for the development of Russia have contributed to the search for innovative, organizational, and methodological opportunities for the formation and development of a system of continuing professional tourism education. It is characterized by:

- mixed participation of state and non-state educational institutions;
- common principles for quality assessment from government bodies through the mechanisms of licensing, certification, and accreditation, the preparedness of educational institutions for the development of professional skills, abilities, and qualifications of managers and various official experts in social animation and tourism;
- consistent introduction of the network of additional education to the social tourism movement, which is provided by the breadth of offered information and educational services;
- formation of organizational and methodological structures designed to ensure the accessibility of social education to employees of the tourism sector under short-term and long-term training programs with obtaining state certificates and diplomas that ensure professional mobility of tourism personnel resources.

Within the framework of cooperation agreements between Russia and its foreign partners, communication is maintained between tourism education institutions in different countries, including: student, as well as teacher, exchange; participation of representatives of tourism education institutions in conferences, seminars, and sessions on tourism education; exchange of information about tourism and recreational activities (advanced training courses, competitions, festivals).

Studies show that the features of the organization of the educational process are: regulatory support for the content of tourism education; a holistic approach to the content of education and training and consideration of the organic unity of general and professional education and strong links between theory and practice; the partnership between the spheres of education and labour; implementation of the principle of continuity in the

content and organizational forms of professional training for the tourism industry at all educational and qualification levels; staffing; introduction of technologies of personality-based professional training for tourism; regular adjustment of the content of tourism education.

The main directions of development of social partnership in tourism at the national level include: introduction of a two-stage system of higher education – basic (bachelor) and complete (master); introduction of credits as a means of increasing the mobility of graduates; encouragement of mobility and creation of conditions for free movement of students, professors, and researchers of tourism.

In these conditions, the educational and methodological complex for training specialists for the tourism sector includes: state standards; curricula and programs; training and teaching aids; methodological developments. A scientific and methodological complex is characterized by a high level of universality, the possibility of using different models of learning, adaptability, diagnosticity, consistency with the requirements of the professional and qualification characteristics, and determination of levels of educational material mastery.

In Russia, the centres of tourism education are increasingly moving to the level of regions whose tourist orientation is constantly expanding. An important area of regional cooperation in continuous tourism education is the creation of conditions for harmonious development, balanced in terms of international quality standards. Moreover, the development of the tourism industry depends on the system of tourism education, which is developing considering international trends and regional characteristics.

To improve tourism education, it is necessary to develop new educational programs in higher education institutions, based on which, specialist training will meet the needs of the industry and significantly expand the scope of specialized disciplines and practical classes. In this regard, we can highlight the following trends in the development of professional tourism education:

- ensuring the continuity of the system of professional tourism education;
- expanding the range of tourism educational programs, improving already opened and opening new specialties and programs of professional retraining;
- involving practising teachers (managers and employees of tourism enterprises) in the system of tourism education to introduce a practice-oriented approach to student training;
- expanding contacts with tourism industry enterprises and strengthening cooperation between universities and recreational and tourism enterprises;
- international cooperation in tourism education to exchange experience and conduct joint scientific and practical conferences and seminars with the largest universities in Europe, as well as practical training for students and teachers;
- integration of tourism education into a single educational space.

Academic mobility developed within the Tempus program provides a unique opportunity to form an educational trajectory based on the needs of the student, adjusted to the direction of their career and professional growth. Academic mobility in the field of international cooperation of higher education cannot be reduced to specific actions, technologies, and mechanisms related only to the system of exchange of students of educational institutions of different countries. It is no accident that in reality, there is a complex and multifaceted process of intellectual promotion and exchange of scientific and cultural potential, human resources, and training technologies.

In this case, one can offer a program of academic mobility, which logically fits into the training of masters in the field of tourism. The program is aimed at training specialists who can coordinate and direct the development of the recreational potential of tourism. The purpose of the program is to prepare masters in the field of tourism for sustainable development of tourism in the regions according to the program for the development of Russian tourism and hospitality. At the same time, a key figure in higher education is a student, in this case, a master's student, who must become a qualified specialist in tourism.

3. Discussion

In conditions of improving quality, tourism education diversifies its content and methods and focuses on the dissemination of universal values (Abanina *et al.* 2018, 8; Agamirova *et al.* 2017, 82; Lebedev *et al.* 2018, 1331), which confirms the reliability of the presented approaches. Due to social partnership, the tourism industry is focused on the flexible and rapid restructuring of the educational process; a higher level of general cultural, humanitarian, and professional training of graduates; creating conditions for professional self-realization and responsibility for one's professional future; formation of the need to learn throughout life.

Foreign experience in organizing the tourism education system can be a solution to the existing problems of education in the field of tourism and the service sector. This will lead to the adaptation of the existing system in

Russia to the level of education in other countries, modern requirements, and, as a result, the competitiveness of tourism education in the world market.

In these circumstances, educational tourism has developed, which is gaining popularity with each passing year. Recently, the number of people who want to combine leisure and learning a foreign language has more than doubled. Educational tours for children help to combine business with pleasure, which is especially important for children and their parents. Children going on an educational tour can be sure that in addition to classes in a foreign language, they will visit sights, get acquainted with the national cuisine, and take part in sports and cultural events.

All this not only does not distract from learning a language but on the contrary, helps to better master it. Besides, language schools are well able to organize leisure activities for both their youngest students and teenagers. Children are offered a variety of interesting activities, from the usual excursions and trips to museums to horse riding, go-karting, and scuba diving. This type of tourism firmly holds its position in the international tourism market of educational services. Its stable reputation determines the range of regular customers, including large firms and banks that sign subscription service agreements, as well as ordinary customers.

Conclusion

Summing up, it can be noted that the cooperation of public tourism associations and tourism enterprises of various ownership forms with state and non-state educational institutions, as a principle of the system's formation, has allowed introducing a multi-level approach to the training of tourism specialists with the simultaneous inclusion of additional education systems. In other words, the nature of tourism education, combined with additional education, creates a fundamental position of education for industry specialists, namely, continuity of training.

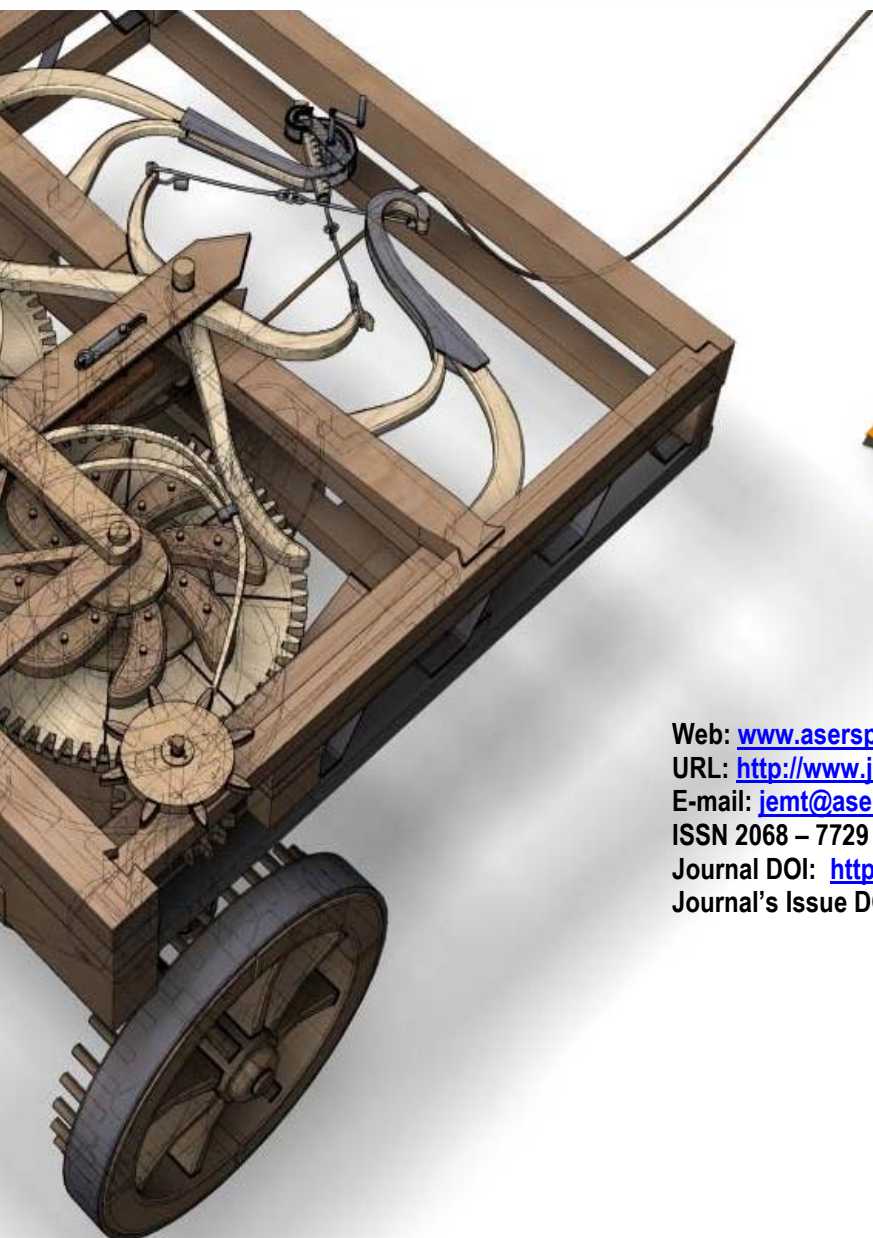
We found that the features of the organization of the educational process are the regulatory support for the content of tourism education, a holistic approach to the content of education and training, consideration of the organic unity of general and professional education, strong links between theory and practice, the partnership between the spheres of education and labour in tourism, and implementation of the principle of continuity in the content and organizational forms of professional training of specialists in tourism at all educational and qualification levels.

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