

M.Chorna

**HUMANIZATION CONCEPT OF HIGHER EDUCATION AS A MEANS
OF PERSONAL DEVELOPMENT REALISATION OF FUTURE
MANAGERS OF TOURISM**

Precarpathian National University named after Vasyl Stephanyk, Institute of
Tourism, Ivano-Frankivsk, Ukraine

marja-iva@ukr.net

***Annotation:** The essence of concept «humanization of higher education» is defined and its influence on the professional development of future tourism experts is determined.*

***Key words:** humanization of higher education, concept of tourism study, development of personality.*

Introduction. Based on the materials of the Hague Interparliamentary Conference (April, 1989) *tourism* is defined as the activity which plays an important role in peoples' life by means of the direct impact on social, cultural, educational and economic spheres of development of the countries and their international relations: "Tourism...has become a significant way of spending leisure by certain personalities and the main means of interpersonal relations and political, economic and cultural contacts required as a result of internationalization of all the life spheres of nations" [1]. One of the guiding principles of effective development of tourism was declared as the the need to establish educational institutions to meet the needs of tourist industry by training experts of different levels.

Focusing on the time challenges, Ukraine adopted the law "On Tourism" (1995), by means of which the state has declared tourism to be one of the priority directions of economic and cultural development [2, p.5-30]. Thus in the early 90's XXth century there appeared an urgent need of society for the appearance of new scientific and educational industry – tourism.

Before the start of tourism education there only existed the system of advanced training of staff and there was no vocational-training institution of tourism study.

With the development of market educational structure the part of retraining workers of professional level was reduced. But in 1997 to the Ukrainian Association of Educational Institutions of Tourism and Hospitality Industry 2 academies, 4 universities, 8 institutes, 12 technical schools, colleges, and vocational schools were included.

Review of the problem. In the end of the XXth century, tourism was defined as a "temporary departure of a person from the place of his/her permanent residence with health, cognitive or professional and business purposes without being involved in any remunerated activity». The enterprises, institutions, organizations, etc., registered according to the established procedure by the Current Legislation of Ukraine with the license for activities related to the providing of travel services [2, p.1] were recognized as the subjects of tourism activity. So, the concept "tourism" which focused this sphere on the human being, the tourist precisely, contradicted the concept "subject of tourism activity"(i.e. agent) in accordance to which in the focus of the sphere were the ones that provide travel services, indicating uncertainty of priorities in the development of the industry.

Over the last twenty years of socio-economic reforms in Ukraine there have happened profound structural changes in tourism industry: the state sector has been replaced by a large number of private travel companies. The spontaneous development of tourism industry has led to a complex of problems: reduction of domestic tourism and minimizing tour services against the background of foreign tourism development; neglecting social tourism with the exaggerated emphasis on elite tourism; lowering quality of service, etc.

To support development of tourism in Ukraine the State Programme of Tourism Development for 2002-2010 was adopted, which included a number of measures to improve the quality of peopleware of tourism industry. Besides, the introduction of a new field of study - "Tourism" was initiated. Therefore, the current system of tourism education of Ukraine is realized by the following specialties "Tourism", "Hotel business", "Organization of service in hotels and tourist complexes" [3; 4; 5].

Types of specialization in tourism are distinguished by its multicomponent character, focused on meeting basic human needs: sleep, catering, movement, cognition, entertainment - and are subject to change by adapting the process of training to the conditions of socio-economic system. By its construction – it is a multilevel structure that covers the following levels: professional-technological (junior specialist), organizational (bachelor), management (specialist), scientific-researching (master's degree).

The State Programme of Tourism Development clarified understanding of the essence of the concept "tourism". Tourism was recognized as a type of economic activity and an important social institution focused on the efficient and sustainable use of natural resources and cultural heritage objects while their preservation and restoration; it was stressed on the requirement to determine the recreational potential of all the regions of the country to create a vivid national tourist product. This interpretation of tourism was based on the research of scientists-economists who studied it as a "kind of consumption", type of "foreign trade", "export of information and experience," i.e. as a "great economic system with various connections between individual elements within both national economy of the individual country and national economy ties with the world economy as a whole " [6; 7].

Therefore, economic activity has become priority in tourism development, although we state that preconditions were arranged for further progressive changes in the sphere focused on a human being – as a consumer of tourism product.

As tourism is considered to be a sector of economy and management, the economic concept of tourist education has become widespread in Ukraine which is seen as a part of the economic activity of the country. This is affirmed in the list of the disciplines of education and professional training programmes focused mainly on the formation of economic thinking of future experts (theory of economics, management, marketing, and their sectoral direction) [3; 4; 5], i.e. training is based on the need to form an expert that best meets the requirements of production and is focused on solving technological problems, not on the demands of consumers. Although the list of compulsory subjects includes psychology, physical training,

business Ukrainian language, business foreign language, law, history of Ukraine, foundations of scientific research, business foreign language (first and second), i.e. in the curriculum there are some humanistic disciplines. The general concept of economic professional education contradicts the humanistic concept of education development in Ukraine.

The *ective objof the article* is to open the essence of the concept «humanization of higher education» and to study its influence on the professional development of future tourism experts.

Part I. Humanization of higher education as a multivariate concept.

Humanization of higher education is a multivariate concept. It covers the content, ways of getting education, its final goal. In the state standard education documents it is indicated: "Humanization of education is in the strengthening of a human being as the highest social value, revealing skills and satisfaction of different educational needs, providing with the priority of values common to mankind, harmony of relationship between a human and environment, society and nature" [8].

This thesis demonstrates that humanization of education is the way of forming humane traits of personality in learning and education processes.

Analysis of works of such psychologists, philosophers and pedagogues as (H.Bal, R.Belanova, M.Berulava, I. Bech, S. Goncharenko, I. Zyazyun, V. Kremen, N. Nychkalo, O. Romanovsky, V. Fedorchenko), who research the problems of humanization of education gives us a possibility to find out the characteristics of this concept.

Thus, as V. Fedorchenko states, an important aspect of humanization of education is its direction not only towards personal development, but also towards the environment in which an intelligent person has already started to act or in which this person will start to work after getting education [9], i.e. a well-educated personality by his/her own efforts and activity humanizes social environment and social structure as a whole. Therefore, humanization of higher education is an essential means of humanization of social life.

L. Lukyanova states that humanization of education of an expert of tourism industry has to cover the idea of other nations' culture, good command of foreign languages; raise awareness of vital values; form involvement in spiritual heritage of mankind. The determinant of general concept of humanization of tourism education is the realization of the individual's need in intellectual, cultural and moral development [10].

S. Goncharenko, the author of the pedagogical dictionary, regards the idea of humanization of education as the development of general culture of the individual, his self-affirmation, formation of aesthetic attitude to nature, art, people, labour, organizing a comfortable educational and spiritual environment for the harmonious development of individual [11, p.4].

The analysis of scientific literature showed that there are different approaches in pedagogics to the interpretation of such a multivariate concept as "humanization of education". It is formation in a human being of personal attitude to the environment, to oneself, to one's activity; recognition of the value of a particular student, revealing and development of one's abilities; formation of the undivided significative idea of modern world; system of moral humanistic relations; development of the ability to possess humanistic values; humanizing education; process of common activity in all spheres of spiritual culture, development of moral and intellectual qualities of a pedagogue and a student; conditions that enable creative self-realization which is individual, unique, unobtrusive, subjective; creating the most favourable conditions for development of skills and talents, self-determination of the individual etc.

So, we have come to the conclusion that the highest value of an educated person is the fact that special professional training helps this person develop humanistic outlook as a generalized system of views, beliefs, ideals, attitudes to a human being, society, spiritual values, activity; form and activate creativity; master a high level of general culture. Creating the necessary conditions for raising such an individual is the main purpose of humanization of education.

Part II. New interpretation of "tourism study". Generally, the content of education covers the foundations of scientific knowledge of the relevant scientific

field, which helps eliminate the contradictions between the demands of society and the outdated approaches to studying. Instead, the scientific field "tourism" is just in the process of its formation. Therefore, general theory of tourism and methodology of finding solutions to educational problems was proposed by social philosophy.

Theoretical and methodological problems of tourism in recent years the philosophers started to interpret and develop vigorously basing oneself on the acquisition of other sciences. Thus, in Ukraine and the near abroad the first scientists realizing theoretical study of the phenomenon "tourism" were V. Antonenko, M. Birzhakov, I. Zorin, V. Kvartalnov, V. Lyakh, Y. Lyubyvy, V. Pazenok, T. Parkhomenko, V. Patrushev, V. Senin, V. Fedorchenko and others. On the initiative of the scientists of the Kyiv University of Tourism, Economics and Law such specialists in various fields of philosophical science and socio-humanities as G. Horak, S. Gorsky, D. Zamyatyn, I. Zyazyun, L. Karpova, M. Kiselev, V. Malakhov, I. Nadolny, M. Popovych, S. Solyanyk, V. Tabachkovsky, M. Tsyurupa and others were involved into working out scientific and praxiological problems of tourism. The scientists mentioned above have made a substantial contribution to the development of tourism theory, i.e. tourism study. The range of problems viewed by the scientists covered interscientific problems which linked up tourism with politology, history, ecology, sociology, law, culturology, ethics, religious study, anthropology, economics and marketing, pedagogics and psychology, geography and country study. In their papers, the scientists defined tourism as a cultural phenomenon and as a factor of spiritual development of the individual; opened philosophical and ideological aspects of tourism, characterized its moral dimension, significance in the structure of social and political relations.

Thus, the Ukrainian philosopher V. Pazenok considered it necessary to review the traditional understanding of tourism as merely the industry of travelling and recreation; to give it a philosophical, cultural, humanistic, cognitive, moral, aesthetic and communicative value, i.e. the "human dimension" because a person who travels, is not just a consumer of tourism product but a person who is able to absorb wealth of nature and culture, transforming the knowledge and experience received into one's

own spiritual heritage. The scientist stressed that "history of tourism", "economy of tourism", "sociology of tourism" and "pedagogics and psychology of tourism" must be the components of tourism theory [12].

G. Sapozhnyk considers tourism from humanistic positions, noting that it is a "hospitality institute, designed to meet not only hospitable and material needs of people but - most importantly - their spiritual cultural and cognitive requests" because tourist activity must meet the cultural and ethical criteria [13, p.224].

Summarizing the achievements of scientists, we can conclude that on the interscientific level tourism is seen as a spiritual and socio-cultural phenomenon as a manifestation of a multivariate being of the individual, his social nature; tourism industry should be human-centered not by its form but by its nature.

V. Tsybukh, the chairman of the State Tourism Administration of Ukraine, through the philosophical analysis of tourism distinguishes in it humanistic, anthropological, ethical, axiological, communicative, cultural, sociological aspects, thus emphasizing the importance to disclose humane, spiritual and cultural nature of tourism activity in parallel to the business one [14 p.4-6].

Substantiating anthropological nature of tourism, T. Parkhomenko distinguishes between the concepts "tourism occupation" and "tourism activity." The first one indicates the professional activity of economic agents in the sphere of tourism aimed at the objects of this activity – consumers; the second one – is a kind of human action stimulated by specific needs of the individual. Therefore the tourist is defined as a subject (agent) of the action not its object. So the anthropological aspect of tourism was discovered as an action the purpose of which is to meet human needs through realization of travel unconstrained by other factors. According to the current classification of human needs proposed by A. Maslow the following types of tourism were defined as: *welcoming* (mastering new space, recreation and rehabilitation, gastronomic) meeting material and physiological needs; *social* (luxury, business, shopping-tourism, congress, educational) promoting self-affirmation and self-realization in society; and *spiritual* (pilgrimage, cultural-historical, precisely spiritual, nostalgic) [15, p.57-66].

Conclusions. It should be noted that "human-measuring approach" to the study of tourism, which stimulates to consider it as a specific kind of human activity, is correlated with human-centered approach that increases its wide recognition in psychology and pedagogics. Consequently, on the interscientific level the problem of "human dimension" of tourism was found out, which, in our opinion, justifies the necessity of forming a humanistic worldview of tourism business experts.

According to modern requirements for increased human personality focus the integrative paradigm of self-centered training has appeared in professional education. Socio-cultural, humanistic concepts focused on the individual, his health, realization of intellectual, cultural and spiritual development needs have appeared at the foreground, playing a decisive role in tourism education, armed scientifically concerning understanding the concept of tourism as a socio-cultural phenomenon; the tendency of focusing on not only demand but on the needs of development of the individual has become apparent.

References:

1. *Hague Declaration of Interparliamentary Tourism Conference* (Hague, April 10-14, 1989). Available at: http://zakon0.rada.gov.ua/laws/show/995_904
2. Roina. O. *Law of Ukraine on Tourism. Tourist activity. Normative base*. Kyiv, KNT Publ., 2005, 448p.
3. Branch Standard of Higher Education. *Education programme aimed at training bachelors of tourism* (Training direction 0504 "Tourism", speciality direction 6.050400 "Tourism"). Roina. O. *Tourist activity. Normative base*. Kyiv, KNT Publ., 2005, P221-269.
4. Branch Standard of Higher Education. *Education programme aimed at training bachelors of tourism* (Training direction 0504 "Tourism", speciality direction 6.050400 "Hotel business"). Roina. O. *Tourist activity. Normative base*. Kyiv, KNT Publ., 2005, P. 269-293.
5. Branch Standard of Higher Education. *Education programme aimed at training bachelors of tourism* (Training direction 0504 "Tourism", speciality direction

- 6.050403 "Organization of service in hotels and tourist complexes"). Roina. O. *Tourist activity. Normative base*. Kyiv, KNT Publ., 2005, P. 352-425.
6. Azar V., Tumanov S. *Economy of tourism market: Institute of International tourism*. Moscow, 1998, P.34.
 7. Babytska V., Malynovska O. *Management of tourism. Touroperating. Concept-terminological foundations, service supply of tourist product*. Textbook. Kyiv, Alterpress Publ., 2004, 288p.
 8. *State National Programme "Education (Ukraine XXIcentury)"*. Kyiv, Raiduga Publ., 1994, 61p.
 9. Fedorchenko V. Humanization of Higher education: imperatives and problems. [Pedagogics and psychology of formation of a creative personality: problems and research. Collection of scientific works. Institute of Pedagogics and Psychology of Professional Education of Academy of Pedagogical Sciences of Ukraine. Zaporizhzhya Regional Institute of Postgraduate Education. Ed.№25]. Kyiv – Zaporizhzhya, 2002, P.16-23.
 10. Lukyanova L. *Education in tourism*. Educational-methodical textbook. Kyiv, Vyscha shkola Publ., 2008, 719p.
 11. Honcharenko S. *Ukrainian pedagogical dictionary*. Kyiv, Lybid Publ., 1997, 376p.
 12. Pazenok V., Fedorchenko V. *Philosophy of tourism*. Educational manual. Kyiv, Kondor Publ., P. 7-29.
 13. Sapozhnyk G. *Tourism business – ethical criterion*. (Parkhomenko T., V. Pazenok, Fedorchenko V. *Philosophy of Tourism*). Educational manual. Kyiv, Kondor Publ., P.224-227.
 14. Tsybukh V. *Introductory word. Philosophy and culturology of tourism*. Kyiv, 2001, P.3-8.
 15. Parkhomenko T. *Anthropology of Tourism* (Parkhomenko T., V. Pazenok, Fedorchenko V. *Philosophy of Tourism*). Educational manual. Kyiv, Kondor Publ., P.57-66.

