



Матеріали XXIV-ої Міжнародної науково-практичної конференції
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СЕКЦІЯ 8. ПЕДАГОГІКА, ОСВІТА, ФІЛОСОФІЯ ТА ФІЛОЛОГІЯ

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SOCIO-PSYCHOLOGICAL COMPETENCE AS A COMPONENT OF PROFESSIONAL COMPETENCE OF FUTURE TOURISM SPECIALISTS

Current trends in the development of the tourism industry require the updating, which will be focused on improving the quality and humanization of the training process for future specialists. The society of the third millennium needs a fundamentally trained, educated specialist who is able to clearly define and flexibly delineate the directions and content of his professional activities. The need to study the problem of development of professional competence of tourism specialists is attributable to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for their transfer and use, which is confirmed by the Laws of Ukraine "On Education", "On Higher Education", "On Tourism", etc.

The competence-based model arises from professional training modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions. The general

idea behind the competence-based approach is competence-oriented education aimed at the complex acquisition of knowledge and practical activity methods through which a person successfully realizes their potential in different life spheres [1]. The idea of the competence approach allows you to answer the question about the necessary result of education for an individual in the context of professional training and lifelong learning [2].

Tourism specialists' basic qualification characteristics are determined according to the staffing requirements. In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and improve one's skills [3]. A tourism specialist's qualification should reflect universal cultural, general professional and professional competence.

In psychological and pedagogical sources there are several approaches to the definition of the professional competence phenomenon, such as pragmatic and functional, axiological, universal, personal and pragmatic. A necessary component of an individual's professionalism is professional competence. The concept of the future tourism specialist's professional competence implies the unity of their theoretical and practical preparedness to carry out professional activity characterizing their professionalism. In this regard, professional competence is determined by the level of professional readiness for work [4].

One of the most important components of professional competence is socio-psychological competence covering the field of knowledge and skill set formation methods and determining the dependence of this competence development on the quality of professional activity.

Socio-psychological competence, as an integral characteristic of personality, means achievements in relations and interactions between individual with other people which allows resolving social situations efficiently, and choosing and





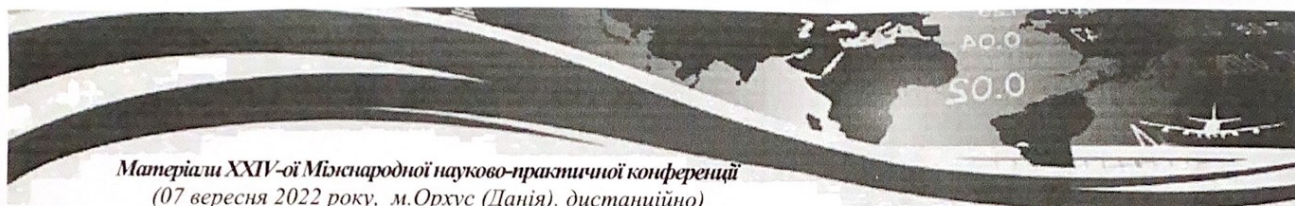
implementing adequate strategies and tactics of interaction, as well as self-regulation for the successful social and professional activity [5].

Social and interpersonal competence implies a critical review of some social development aspect, determination of the connection between contemporary and past events, awareness of the importance of political and economic contexts, professional situations, assessment of social events related to health, consumption and the environment, art work and literature understanding; communicative competence involves listening and taking into account other peoples' views; speech perception and ability to speak, read and write in several languages; to speak in public, to discuss.

The future tourism specialists professional competence is the ability to solve professional problems, tasks in professional activity conditions; the amount of knowledge and skills that determine work effectiveness. It is a combination of personal and professional qualities. This competence is determined by a motivated desire for continuing self-improvement, a creative and responsible attitude to the occupation. The success of professional activity depends on each future tourism specialists ability and skills to mobilize their efforts for systematic mental work, rationally build their activity, manage their emotional and psychological state, unlock their potential, and be creative.

The future tourism specialists professional competence includes subject (special), differentiated, socio-communicative, socio-psychological, and reflexive components. In particular, socio-psychological competence it shapes future tourism specialists value orientations, as well as readiness for creative self-fulfillment in professional activity. Such competence involves the capacity for self-analysis, the ability to critically evaluate and review the quality of activities, to analyze. Socio-communicative competence is defined as an ability to collective action,





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organization of interaction involving interpersonal skills, and a desire for social interaction. Professional communication is a holistic system of social and psychological interaction, which includes the exchange of information, educational influence and the organization of relationships through communicative means. The task of professional activity is to create conditions for an individual's harmonious development. It is achieved by the organization of the environment, the management of various activities and the construction of proper interaction. Professional activity reflection or autopsychological competence includes the ability to be aware of the level of one's own activity, abilities, the knowledge of professional improvement methods, the ability to identify the causes of weak points in performed activity, and the desire to perfect one self [6].

The process of professionalism development should be considered through internal and external factors. External factors are socio-cultural environment and the professional activity system where it is necessary to take into account the current situation. Internal factors include the following: future tourism specialists' self-cultivation, self-education and self-development.

The objectives of socio-psychological competence development in future tourism specialists are achieved in the process of professional training, the improvement of socio-psychological tools for professional activity.

The system of higher education suggests step-by-step development of multiple components of an future tourism specialist's professional competence. Competences trained at the major are updated and developed while studying future tourism specialists, becoming core, distinctive competences for a particular specialists.

Thus, the above-mentioned makes it possible to conclude that in the future tourism specialists professional competence structure a key role is played by socio-psychological competence





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since its formation allows to solve professional problems in the process of realization of education, upbringing and development. The main objectives of organizing professional activity future tourism specialists' are the following: boosting professional and cultural level; improvement of the methods and styles of interaction based on the principles of humanization and democratization; upgrading of professional training. The professional competence essence is determined by the structure of the of professional training's activity which allows considering it as a functional component. Socio-psychological competence is considered as a component of professional competence. Thus, the concepts of «professional competence» and «socio-psychological competence» correlate as general and singular respectively. It ensures the learning process effectiveness, because it enables to scientifically implement professional training principles, content, and forms involving the capacity for self-analysis, the ability to critically evaluate and review the quality of learning activities, to analyze used techniques and exercises in terms of their relevance and effectiveness.

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