

Cultorological Approach to Training of the Future Managers of Tourism in Precarpathia

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The article deals with the «cultorological approach» to the professional training of future managers of tourism in Precarpathia. As the Precarpathian region attracts thousands of tourists year-round the demand of training qualified specialists in the sphere of tourism and hospitality is constantly growing.

Nowadays the question of a successful and perspectives career in tourism results in training a new standard professional, a specialist of many-sided knowledge, with the ability to fulfil tasks concerning thinking over, making and realizing management decisions. In order to develop tourist Carpathian region, the Precarpathian National University named after V. Stepanyk educates future experts in such specialities as "Tourism" and "Hospitality Industry".

Involving youth in social cultural values and ideals, education contributes to maintaining social order and by providing realization of new technologies, scientific rethinking of existing knowledge education promotes social changes, society development, i.e. education operates as an agent of moral regulation facilitating social integration.

Different interpretations of the concept «culture» were studied. The conclusion that culture is a multiaspect and multifunctional notion was made.

Cultorological approach in education provides effectiveness of the process of putting culture as a social phenomenon into action. The fact of cultorological direction extending of the whole educational process in the university interrelating to its components (common-cultural, professional and functional) is of great importance. Cultorological approach introduction to the process of training of the future tourism experts that is aimed at the developing of civil society values and an independent creative personality is a premise of modernization of higher education in Ukraine.

Precarpathian region is famous for its charming nature, heroic history, talented people in the past and today. Therefore, Precarpathia attracts thousands of tourists year-round. Tourist activities attract more and more people. Thus, the number of licensed tourist companies in Ivano-Frankivsk region for the period from 1998 to 2002 increased from 25 to 73. The demand for training qualified specialists in the sphere of tourism and hospitality, having professional communication skills in order to share experience and achievements in the given industry is constantly growing.

In conditions of forming market relations in our country, which establish new international

contacts of Ukraine and organize broad exchange of experts, the question of training future specialists of tourism arises.

Education is the process of learning and training, during which the transmission of cultural forms of behaviour and activities, sustainable forms of social life take place, i.e. during education a person acquires cultural values of historical significance for the development of civilization and are a powerful factor of the personality development.

The content of education is not permanent. It reflects the peculiarities of specific historical type of culture, priorities of society, special features of cognitive and creative human activity.

The higher education is a means of obtaining speciality, which is essential for professional life. The objective of professional education is to train people for professional activity in a particular industry. V. Slastyonin emphasized the necessity to enrich the content of professional education by cultural heritage of mankind, which is an ordered set of common ideas, values and personality traits, universal ways of knowledge and humanistic technologies of professional activity.¹ Instead, modern globalization processes in society against the spread of mass culture background through which emotion prevails over reason, situational knowledge over logical, behavioral skills over intellectually conscious behavior resulted into a change in mindset and value system, reasoned in break of professional life with culture.

The *objective* of the article is to explore the essence of the concept "culturological approach" and to find out its significance in the process of professional training of future specialists in tourism.

Culture refers to the fundamental concepts in modern science of society. The researchers concentrating focus on a critical review of concepts and definitions of the term "culture", noted the large and ever-growing interest in it. Thus, if from the end of XIXth century to 1919 only 7 definitions of culture were given, then from 1920 to 1950 - 17 definitions determined by various authors were counted. Later researchers filed more than 400 definitions,

confirming the depth and immeasurability of this phenomenon of human existence. Culture has become the object of study of philosophers, sociologists, axiologists, historians, culturologists, ethnographers and pedagogues.

All approaches to the interpretation of this phenomenon philosophers (P.Hurevych, V. Silvestrov and others²) divide into a / *philosophical-anthropological*, which are based on the antithesis "human, cultural" and "natural, wild," so the transition to culture involves searching inside the human nature the fact which is not contained in it as in animal being – humanity; b / *philosophical-historical*, or *activity*, the followers of which consider culture as a synonym to intellectual, moral, aesthetic, mental improvement of a human being during the historical evolution, connected with the material or spiritual, intellectual human activities; / *sociological*, defining culture as a major factor in the organization and development of society, covering all spheres of human activity, including education and training.

Sociological concept of culture represented in the works by M. Weber ("Full Compilation of Social Science and History"), P. Sorokin ("Social and Cultural Dynamics"), T. Adorno ("Prisms. Criticism of Culture and Society"), H. Marcuse ("Essay on Liberation")³ and others. In addition to this, in some cases culture is considered as a certain integrity (V. Bibler⁴, P.Sorokin and others), while in other cases - the elements that constitute it are defined. Thus, some sociologists refer the following components to the criteria of culture:

- knowledge, belief, art, morality, laws, customs, habits, adopted by a man as a member of society (E.B. Taylor)⁵;
- the invention of things, social processes, ideas, customs and values that are inherited (B. Malinowski)⁶;
- material (tools, equipment, work culture, tangible assets) and spiritual (moral values and their "embodiment", spiritual activity, moral and ethical culture) (E. Baller)⁷;
- a set of values and ideas about the world and rules of behavior common to members of the public - the people involved in a certain way of life (N. Smelser)⁸;

- language, beliefs, aesthetic tastes, knowledge, professional skills and various customs (A. Radcliffe-Brown)⁹ etc.

The extensive and diverse representation of the phenomenon "culture" in scientific space shows its multidimensional and multifunctional characteristics.

Philosophers, sociologists, culturologists are unanimous in their opinion that a special feature of human activity is the conscious purposefulness, that is predicting the result: making things, generating ideas, inventing action, educating, getting occupation, etc. to meet specific needs. In every action, in all their creations people insert a certain sense, that defines their purpose, role. It is pertinent to mention here another definition of culture: "Culture is based on the senses that are formed and represented symbolically through language"¹⁰, i.e. culture is a world of meanings, i.e. the purpose and the result of the creative activity of a man. Thus, purposeful human activity is culturally appropriate.

According to scientists (K. Ivanov, V. Lykhvar, E. Podolska)¹¹, the meanings of human activity are presented in culture by three main types: knowledge, values, regulatives.

Knowledge ascertains some specific characteristics of objects that can satisfy human needs, i.e. indicates the value of the object to a man. The ability to determine the value of the objects is associated with the existence of an idea of what the subject should be like to satisfy human needs maximally. According to O. Sinkevych, this idea is acting not in the image of a particular object, which must satisfy certain requirements, but in a perfect form of plan, model, intention, project.¹² These imaginary ideals are the standards of value. The knowledge about such ideals is formed and reported by the surrounding culture: national, professional, family etc. Therefore, it is appropriate to quote another definition: "Culture is nothing more than realization of a perfectly value objective, movement of values from the proper world to the real world".¹³

Modern scientific literature is characterized by a variety of views concerning interpretation of values. Value relation of man to the world and to oneself leads to value orientation of the individual. Of all the values and ideals a man chooses for oneself what fits

ones tastes, formed during education, training, gaining experience. The individual is not entirely free to choose his ideal but led by the existing field of choice outlined by the existing regulatives. This is the aspect of culture that is expressed in such terms as "rules", "demands", "norms", "standards", "stereotype", "tradition" and so on.

So, we believe that level of culture of an individual can be determined by the fact of information learning productivity (knowledge) of the ideal characteristics and purpose of the surrounding objects and phenomena (value orientations) and mastering ways of interaction with them (regulatives) and is expressed in emotions, will, determination, goal-directing, ideal-creativity.

Knowledge, value orientations and regulatives are kept and transmitted by means of natural and artificial languages and various sign systems, mastering of which is a means of learning the appropriate culture.

In contrast to the traditional division of culture into material and spiritual, O.Sinkevych offered another one - morphological model of culture, the components of which are culture of cognition and reflection of the world, culture of social organization and regulation, cumulative-translational culture¹⁴, i.e. separation of structural parts of the whole was realized by identifying certain types of subject-object relations. Thus, the proposed model complements and extends the traditional idea of cultural structure taking into account current processes which take place in society.

According to the proposed morphological model¹⁴, the culture of cognition and reflection of the world includes science, religion, art, representing not only the accumulation of knowledge and information in various forms, but their evolution through the search of truth, formation of ideals and norms, i.e. system of values. Science, religion and art complement each other, deepening and enriching knowledge about the world and its interpretation.

In the work by O. Sinkevych to the culture of social organization and regulation morality, law, politics and ideology were referred. Thus, morality was defined as "a set of rules,

norms, principles of behavior that defines the treatment of a man to oneself, others, society and the world as a whole, appeals to the voice of conscience, regulates human behavior regarding the eternal values of good and evil".¹⁴ Moral competence manifests itself in social activity, namely professionally oriented, and treatment of a man to oneself, others, society and the world as a whole.

Much attention in the description of the morphological model of culture was paid to its cumulative-broadcasting sphere, the existence of which is provided by modern methods of information functioning in social and cultural space via new means of broadcasting. According to modern researchers (L.Sandyuk, O.Sulym, S. Simonenko, etc.) accumulation (cumulation), transformation (processing), broadcast (transmission) of information in society are a special, powerful factor in the development of culture¹⁵, and according to the Canadian researcher M. McLuhan, the modern stage of information via audiovisual, computer and television means provides a person with a specific type of world outlook characterized by the development of "unanimity" in ever larger scale " forms standards of thinking and feeling".¹⁶ Therefore, a huge flow of information, great possibilities of its immediate obtaining need adequate guidelines in the information chaos in order to create a new world view.

Thus, science has received tools that discover the level of civilization or non-civilization of members of a group, peculiarities of their values and priorities, which can be useful for the development of the effective management system, in particular detection of motivation, arranging productive communication and interaction within the group, as well as evaluation and prediction of anthropocentric conditions of economic growth and development of a company. We consider to use this methodological knowledge for determining general cultural competence of the future managers of tourism.

So, involvement of the individual into the culture is one of the actual problems of society which education is called to realize.

It is well known that education and training are essential forms of accumulation and transmission of culture heritage that in every national culture has its own specificity. At the end of XIXth century a famous French philosopher and sociologist Emile Durkheim emphasized that the main function of education is to transmit the values of the dominant culture. This refers to the values of the culture in their broad sense - scientific knowledge, professional skills and experience, achievements of art, moral norms and regulations, standards and traditions of social behavior etc.

According to the sociologist A. Sinkevych, in professional sphere of culture a man finds oneself as a carrier of certain social roles in a particular social groups, the members of which are linked by formal, functional relationships.¹⁴ This specialized culture has no brightly marked national flavor and is more cosmopolitan as it involves extensive branching relationships between carriers of different cultures in order to create conditions for the exchange of ideas and achievements of a creative collaboration. So, professional education loses the function of forming national consciousness.

The same opinion is shared by such culturologists as V. Bogatsky, L. Kormych who stated that education and culture in modern life have considerably diverged from each other, since education has become a leading condition of professional but not national life. The above mentioned scientists consider that profound negative changes in society are caused by this factor.¹⁷ The point of these changes lies in the spread of mass culture via a great number and variety of media, the main of which is television, which has gradually become the generator of aesthetic standards of society consumption and the primary means of mass culture formation.

Instead, we consider that a modern person cannot develop only within national boundaries, as many states cooperate in conditions of economic integration, thus developing cultural exchange that allows nations understanding and accepting cultural peculiarities of each other, preventing problems and conflicts on their way of mutual understanding between people and states. This should be considered by tourism industry experts who work with the

representatives of states of different cultural orientations. So, for our research the culture of business communication is of great interest.

A specialist in cross-cultural research R. Lewis investigated features of business cultures of leading countries of all the continents and identified three types of culture of business communication inherent to different nations of the world: *monoactive*, that directs toward exact planning of professional activity; *polyactive*, that allows to perform several important matters simultaneously; *reactive*, the priority of which is to appreciate respect and avoid conflicts.¹⁸ The existence of different types of cultures often causes certain difficulties in business communication with the representatives of other countries. Afterwards, the proposed classification that takes into account reaction and possible variants of behavior of people in different business collaboration situations is important for multinational team management, negotiating, signing contracts, forming successful collaboration in tourism industry.

Nowadays the question of a successful and perspectives career in tourism results in training a new standard professional, a specialist of many-sided knowledge, with the ability to fulfil tasks concerning thinking over, making and realizing management decisions. In order to develop tourist Carpathian region, the Precarpathian National University named after V.Stefanyk educates future experts in such specialities as "Tourism" and "Hospitality Industry".

Selection of topics in the special course «Ethical principles of hospitality in green tourism» offers students the dynamism and novelty of communicative situations that realize the speech behavior of interlocutors depending on the socio- communicative roles in which the participants find themselves. As tourists travel with cognitive goal – get interested in social status, lifestyle , traditions , folklore of the local population, by means of the given course the future tourism managers will acquire the ability to acquaint tourists with the culture of the Carpathians. These aspects of the cultural life of the residents of the Carpathians may be of interest to tourists and they will be attracted to visit this region : Hutsul demonology; wedding / funeral rituals; shepherd's life of highlanders; songs (carols / spring songs); Hutsul grazhda

(mountain cottage); horse breeding; Easteregg painting; making blankets of wool; clothing; sacred art, etc.

Ability to interest tourists is a difficult task set to the future managers of tourism. Communicative and culturological skills of tourism specialists make endless improvement of knowledge and skills related to the features in tourism business etiquette, oratory and non-verbal communication. Communicative and culturological skills promote self-development in the process of professional activity. Conscious orientation to work in domestic tourism in Precarpathia is implemented by means of regional tourism and patriotic education taking into consideration national historical and cultural heritage of the region, formation of high tourist image of the Carpathians; education of future managers of tourism in the spirit of national dignity and self-awareness; formation of a clear sense of participation in the history, present life and future of the state , promoting the expansion of the sphere of domestic tourism in the region.

Involving youth in social cultural values and ideals, education contributes to maintaining social order and by providing realization of new technologies, scientific rethinking of existing knowledge education promotes social changes, society development, i.e. education operates as an agent of moral regulation facilitating social integration. And if the general education level of a person takes into consideration only a carrier of culture that uses and preserves the heritage of culture, professional education providing a man with fundamental and applicative knowledge, necessary work skills, trains the future specialists for integration into a certain professional sphere of culture. So, a professionally active person is responsible for creating culture and has to become its creator.

The existing system of professional education, using traditional methods which have been formed for ages, needs modernization for mastering new intellectual production and formation of a specialized culture of a specialist. This fact is stated in the National Strategy for Development of Education in Ukraine for 2012-2021, which proclaims the need for cardinal changes aimed at improving the quality and competitiveness of education, performing strategic

challenges facing the national system of education in new economic, social and cultural conditions for integration into the European and world educational space.

It should be noted that the appropriate democratic changes took place in education in the 90-s of XXth century, declared in the "Law of Education" and the "Law of Higher Education". However, the objective of modernization of professional education should be orientation on postmodern culture as an undivided phenomenon in order to determine principles, content and methods of training future entrepreneurs, including tourism managers as the content of education is always transformed in accordance with changes in the axiological and scientific paradigms of a particular period. This requires the definition of a concept "updating" or "modernization."

In the scientific and reference literature "modernization" is interpreted as "... a result of creative activity aimed at the development, creation and dissemination of new types of products, technologies, introduction of new organizational forms, etc. " ¹⁹ ," one of the substantive aspects of the concept of industrialization - namely, a theoretical model of semantic and axiological transformations of consciousness and culture in the context of establishment of industrial society " ²⁰, i.e. modernization is seen as a qualitative transition of an object from one state to another. Complementing this definition, Y.Karpova notes that modernization is a "progressive result of a creative activity that is widely used and leads to significant changes in the vital activity of a man, society and nature". ²¹

In the national scientific literature modernization is seen as a process and a result, based on – creative innovative activity, novelty. Summarizing the innovative scenarios of education in high school, E. Podolska noted that innovations are primarily associated with the introduction of changes in the objectives, content, methods and technologies, forms of organization and management system; in style of teaching and organization of a learning and cognitive process; in system of monitoring and evaluation of education level; in system of funding; in training and methodological support; in system of

educational work; in curriculum and training programs; in the activity of a student and a teacher based on such principles as: correlation between science and practice in the process of expert training; succession of levels of education, cultural creativity and high corporation of graduates; intelligence and spirituality of university life, regardless of political and economic conditions in the country.²²

The world today is in the process of development towards establishing international educational space for which the global strategy of education of a person is worked out irrespective of one's residence; world standards are introduced, that is why the concept "modernization" by its meaning is assimilated to the term "globalization", in the fact of which some researchers of sociocultural phenomena find elements of cultural colonization, as the interaction of norms and stereotypes of different cultures take place.²³

In order to eliminate the negative effects of modernization of education in psychopedagogical science the ideas of creative learning began to develop, providing individual-oriented teacher's work with students (A. Combe, A.Maslow, K.Rogers and others.). Scientific interpretation of the essence of creativity was realized by the psychologists (D. Wexler, G. Guilford, R. Cattell, A.Maslow, C. Taylor, A. Torrance and others.); scientific research work devoted to the creativity formation was carried out by the famous pedagogues (N. Moyseyuk, L. Romanyshyna, T. Sydoruk, S. Sysoyeva, M. Smetanskyy, L. Tarasenko, I. Shakhina, V. Shynkarenko and others).²⁴ In addition to this, the creative pedagogical activity was seen as a creative approach to the solution of the problems of educational process during which the interests and values of the individual become a dominant component of organization and significance of learning activity. According to the pedagogue A.Morozov, such training is of individual nature and takes into consideration individual psychological characteristics of students and is aimed at creating conditions for unique self-knowledge and support of everyone's unique development. The creative approach to a training problem provides not a solution of prepared didactic tasks but generation, creative formulation and development of ideas, plans and projects

in the educational process, which significantly increases not only the level of general development of world-view culture, but improves such features of the mental structure of a personality as memory, thinking, perception, ability to own one's emotions; promotes the development of character, temperament, forms the internal responsibility for one's work and self-control which is of great importance for a real professional.²⁵

In today's world the excessive pragmatism of human activity and its connection with the market situation is observed, which significantly increases the risk of professional life deviation from culture and as a result, exacerbation of conflicts in society.

Thus, the requirements for professional training of future experts for the opportunity to influence the socioeconomic situation are significantly increasing. However, the professional training is mainly focused on marketability and is not much concerned with the problems of humanistic society. Therefore, the introduction of culturological approach to the process of training future experts focused on development of civil society values and a free and creative personality is the premise of modernization of higher education in Ukraine.

NOTES

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