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METHOD OF FORMING OF THE ECONOMIC COMPETENCE OF THE FUTURE JUNIOR SPECIALISTS OF HOTEL AND RESTAURANT SERVICE

Bogonis O.M.

Lviv Professional College of Hotel-Tourist and Restaurant Service,
Institute of Pedagogical Education and Adult Education of the
Academy of Pedagogical Sciences of Ukraine

The article deals with the main theoretical approaches to the methodology of forming the economic competence of a future specialist. Recent scientific studies and publications on a certain topic have been analyzed. The methodology of forming of the economic competence of future junior specialists in hotel and restaurant services in the college is determined, aiming at achieving the effective results of future specialists in solving economic problems of the HoReCa sphere. The factors, which prove the necessity of introduction and systematic use students 'motivation for students' educational process, cone integration of educational disciplines, problem learning and game teaching technologies, are analyzed. There are given examples of the use of innovative and game teaching methods in the teaching of economic disciplines for future junior specialists of the hotel and restaurant services in college.

Keywords: teaching method, pedagogical conditions, integration, problem learning, game teaching technologies, economic competence.

Formulation of the problem. For teachers of economic disciplines of colleges, the priority task when forming the economic competence of future junior specialists in hotel and restaurant services is to improve the quality of the educational process, to create the appropriate pedagogical conditions for the training of economically competent specialists, competitive in the labor market. Undoubtedly, the teacher should motivate students to learn, maximize their educational potential, be able to easily and easily teach teaching material. This, in turn, requires a qualitative development of an effective method of forming the economic competence of future junior hotel and restaurant services in college.

Analysis of recent research and publications. The improvement of the content and methods of teaching economics was studied by M. Bagrov,

M. Baranskyi, F. Zastavnyi, M. Pistun, A. Syrotenko and others. Problems of the methodology of economic education were studied by the scientists L. Abalkin, O. Aksenova, L. Blieman, M. Burdash, V. Rozov, M. Svirzhevskiy, A. Syrotenko, O. Padalko, V. Pristupa, O. Tkachenko, O. Shpak, O. Yakimovich and others. However, as the analysis of scientific sources shows, the methodology of forming the economic competence of future junior hotel and restaurant specialists in the college was not a subject of special scientific research.

The main purpose of this article is to highlight the methodology of forming the economic competence of future junior specialists in hotel and restaurant service in college.

Presenting main material. Considering the process of professional training of future junior specialists in the sphere of hospitality, one should

emphasize the importance and necessity of forming their economic competence. It is necessary to develop the economic culture of the students, as it is a qualitative characteristic of the modern personality, who has an ideological economic education, economic consciousness and thinking, is able to determine the necessary set of economic competencies for the realization of their every social role. In our opinion, the economic competence of future junior specialists in hotel and restaurant services should be an integral part of their profession.

The existing curricula of vocational education, in particular professional colleges, the formation of the economic competence of future junior specialists in hotel and restaurant service are provided through the development of subjects included in the cycle of natural sciences and general economic disciplines, namely: «Political Economy», «Enterprise Economics», «Enterprise Finance», «Statistics», «Fundamentals of Economics and Business» and subjects included in the cycle of professional and practical training: «Management», «Marketing», «Financial Accounting», «Pricing».

It is necessary to introduce a qualitative entrepreneurial component in educational curricula that will enable students to form economic competence, which in turn will contribute to the development of a sound social position, readiness for initiative and self-education, the ability to adapt to complex social life, make complex decisions and be responsible for them. For effective economic development and dynamic economic growth, the country needs professional-qualified, economically educated, initiative-oriented, creative-minded professionals.

The methodology of teaching is the optimal combination of methods, techniques and teaching methods that are used in such forms of organization of training as lectures, seminars, practical classes, educational and productive practice, course papers, essays, etc.

At the same time, it is important to note that the modern teacher must teach to think logically, analyze, perceive the information comprehensively, to apply the acquired knowledge and skills practically, and not simply to memorize mechanically the educational material. «Teacher is no longer a source of knowledge, he must teach to learn» [7].

When developing the methodology of forming the economic competence of future junior specialists in the field of hospitality, we must take into account the pedagogical conditions that we have defined and substantiated for us to develop: the providing of motivation for the development and use of economic knowledge in the professional activity; ensuring the cone integration of the contents of educational economic disciplines; using of «problem learning»; the introduction of gaming learning technologies.

The implementation of pedagogical conditions provides a certain step-by-step methodology for the formation of all components of economic competence: motivational value, cognitive, activity-practical, personal professional.

In our opinion, one can expect to increase the efficiency of teaching economic disciplines to junior college students on the condition of high-quality full implementation of ICT, the appropriate arrangement of study rooms, and the diversification

of methods and means of learning, in particular, the systematic use of game teaching methods.

Ensuring the motivation of students' educational activities in forming the economic competence of future junior specialists in hotel and restaurant service in college is in fact creating conditions in an educational institution for the emergence of internal motivation to study, understanding of their student and the subsequent self-development of its motivational sphere. In order to get students motivated to study, the teacher of economic disciplines should be accessible to his students, avoid authoritarian style in communication, maintain a level relationship between all participants in the educational process, monitor the presence of feedback, form future hospitality professionals the ability to clearly identify the economic problem and possible ways of its solution, qualitatively using innovative methods and forms of training. The educational process also covers the emotional sphere of the student, therefore, because of the influence on it, the teacher stimulates motivation or, conversely, suppresses it. Improvement of students' motivation will be especially facilitated by the use of modern computer technologies, interactive models of learning, the use of problem situations, as well as the ability to practically apply the received economic knowledge in specific life situations and in the workplace.

We recommend using a variety of techniques for activating cognitive motives of students. For example, when studying the topic «Credit and investment resources of the enterprise» from the discipline «Enterprise Economics» in the introductory word to the lesson, the teacher uses the «Fascinate» method – gives interesting facts about the loan, surprising students with economic statistics in the field of lending. Or offers a thematic problematic situation – «Only for your enterprise our bank offers a loan for three years worth up to 100 thousand UAH! Only 3% per month from the amount of the loan. So, how much will the «cheap» loan of 3% cost? What moments of lending can be hidden? Let's find out. «When studying the subject «Enterprise and Enterprise» we suggest to create a situation of success by viewing fragments of video films about enterprising businessmen and opportunities for enrichment, for example, the movie «Steve Jobs. Lost Interview» [15], in which the legendary founder of Apple shares not only the secrets of business creation, but also talks about their successes.

The necessary condition of professional self-realization of personality of the XXI century is not simply obtaining a certain level of information and knowledge, but mastering the ways of their reception, comprehension and practical application in work or everyday life. Modern civilization with its humanization and democratization of social relations, the rapid change of technology and technologies, and the intellectualization of production processes implies the necessity of widespread use of ICT in the process of studying [8, c. 16].

Given this, the use of modern computer technologies, interactive models of learning, the use of problem situations, as well as the possibility to apply the obtained economic knowledge in concrete situations of life and in production, will be especially beneficial for the increase of students' motivation.

It is of interest to note a number of technologies in the network that provide interactive communication between participants in the learning process, discuss various problems, create intellectual and creative values, and exchange experiences and information [2, p. 304].

The next pedagogical condition is to ensure the cone integration of the contents of educational economic disciplines in the process of forming the economic competence of future junior specialists in hotel and restaurant services in the college through the professional orientation of teaching economic disciplines on the basis of interdisciplinary connections. When forming the economic competence of a future specialist in hospitality, it is recommended to conduct integrated classes using interactive learning methods that enhance students' understanding of interdisciplinary connections and the practical application of economic knowledge in the process of pursuing their future professional activities, facilitate the consolidation and synthesis of knowledge, form an imaginative comprehension of the teaching material and creative approach, motivate for educational activity.

When teaching economics at college, teachers often face the problems of students perceiving the main economic phenomena and processes, and the reluctance to study complex and, in their opinion, unnecessary subject matter in their future occupation. In order to overcome such problems, we suggest the use of innovative teaching methods that are compatible with the needs, interests and opportunities of their students, while using the cone integration of academic disciplines as a learning tool that will teach future specialist hotel and restaurant service to take the received knowledge in a versatile and holistic way.

The priority given to the consideration of important economic issues for the future specialist in the field of hospitality, and the process of problem research, its analysis transforms the pedagogical approach with the use of interdisciplinary connections into deterministic both in terms of content and methodological approach [13].

Unfortunately, in the modern educational process, the integrity of the perception of the educational material is destroyed due to the significant differences between the separate sections of the program and the content of teaching other disciplines. Given this, the knowledge that students acquire are not related.

Therefore, for this purpose, there is a need for a close relationship between the teaching staff and methodologists at the methodological level during the syllabus and calendar-thematic planning.

Integrated learning is implemented in lectures, practical classes, conferences, electives, etc. Integrated classes can be holistic or fragmentary. Binary classes (a kind of integrated class) are of interest, which allow organically combine the study of two or more disciplines.

Using integrated technologies in the college educational process will facilitate the active interaction of students, the formation of their integrity of knowledge, skills and abilities.

Interactive, innovative learning technologies contribute to the formation of the economic competence of future junior hotel and restaurant service.

They require some adjustments and clarifications, taking into account the specifics of the future professional activity of the hospitality industry. The basic techniques and tools of interactive learning are not a novelty in the national education system and are actively used, providing interaction between the teacher and the students.

The Pyramid of Learning, which is a schematic reflection and illustration of the researching results conducted by the National Training Center of the United States, shows that interactive learning contributes to a sharp increase in the percentage of material absorption, since it affects not only the student's consciousness, but also his feelings and will.

Such a pattern can be traced by each teacher [10, p. 284]. Interactive training, according to V. Yagupov, is «a combination of methods and ways of psychological and pedagogical influence on students, which, in comparison with traditional methods of learning, aimed at developing their creative thinking, activating cognitive activity, forming creative skills and non-standard solving skills in the certain professional problems and the improvement of the professional communication culture» [12, p. 352].

We share the progressive views of Professor V. Yagupov and generalize the concept of interactive learning in the context of forming the economic competence of future junior hotel and restaurant service as a set of certain methods, pedagogical techniques, forms and tools of learning, ICT-technologies which are aimed at competence-oriented learning of future specialists in the field of hospitality and willingness to apply the gained knowledge in future professional activities. Of course, in the process of professional training of future junior specialists, it is necessary to actively and qualitatively apply interactive teaching methods, in particular, the use of ICT, problem learning, gaming technologies, etc.

The use of «problem-based learning» enables to simulate the process of future professional activity of students in order to obtain skills and abilities directly in the educational process. Problem-based learning appeared in the 50's of the XX century, based on the student's knowledge and skills through solving theoretical and practical problems, not on receiving prepared information. An essential characteristic of such training is the student's research activity, which appears in a particular situation and causes him to raise problem questions, formulate hypotheses and test them during mental and practical actions [5]. Problem-based learning (including game technologies) is more structured, students have the opportunity to cooperate and study with each other, taking into account the professional orientation of the discipline. Teaching is designed to attract students to direct experience, which is closely linked to real professional problems and life situations. The teacher is a consultant at a lesson, which enables the student to evaluate the teaching material and the problem situation and make a consolidation at its discretion [14].

Students will be more motivated to study if they have personal experience in studying the topic than with the traditional consideration of the topic or the reading of textbooks. Characteristic for such a method of learning is that knowledge and ways of acquiring it are not given in the fin-

ished form. The material is given as a search subject. And all the content of the training is to stimulate the student's search activity. Therefore, it is very important to follow a differentiated approach to learning that defines the roles of subjects in the educational process [9, c. 2].

It is advisable to use problem learning if problem tasks are in the area of the immediate development of student knowledge and practical professional or everyday application of the solution of a given problem situation. The content of the educational material of economic disciplines should be aimed at forming concepts, knowledge and skills that will be tangent to the future professional activities of students in the hotel and restaurant service.

The ineffective formation of the readiness of future professionals to professional activity is due to the inadequate use of active game teaching methods, especially the analysis of various production situations and the introduction of role-playing games [11].

We agree with O. Aksionova's opinion that for the methodology of teaching economic disciplines, in particular for the formation of economic competence the use of active teaching methods is very important (role-playing, management and educational games, socio-psychological, pedagogical trainings – all that provides maximum activity of teachers and students) [1].

In addition, game techniques, as V. Yagupov noted, contribute to the improvement of practical skills and their application, creative use for solving professional and psychological and pedagogical problems, creating conditions for the active exchange of experience [12].

It is necessary to pay attention to economic games, in which productive labor contributes to enriching students with the experience of mastering the elements of creative work, developing their own initiative, improving technology production processes, making cost-effective solutions, developing certain skills and abilities [4].

Game-based learning technologies deepen the students into the world of professional situations, present their production problems and tasks to them, give them the opportunity to learn the system of theoretical knowledge better in the process of learning, consolidate practical skills, create a positive atmosphere in the class. The main structural elements of the game include: the game idea (definition and awareness of the goal), action games (choice of the type of educational and cognitive activity), didactic tasks (cognitive content), equipment (necessary means of intellectual, practical or objective nature) [3, p. 86].

Active game teaching techniques include business, management games, social psychological,

pedagogical and other training, computer games – all that implements the joint activity of the teacher and the student – cooperation. We draw attention to such game teaching methods as analysis of production situations, role games (staging method), brainstorming, settlement and situational tasks, business game project, etc.

For the effective implementation of game technology training, when developing the economic competence of future junior hotel and restaurant specialists it is recommended to use separate elements of this technology, namely: game moments, gaming situations, game techniques, games-games, game discussions, etc.

It should be noted that separate elements of game-based learning technologies are less lengthy in time (5–15 minutes) than a full-fledged didactic game, which allows faster attracting students' attention and activating their educational activities. Recommended elements of the game moments were successfully used in the educational process of colleges that were identified by the research bases.

When using game-based learning technologies, we recommend using various tools that allow you to replace the teacher's actions with automated student action [5], for example: textbooks and manuals, circuits and real objects, interactive whiteboards and computers, properly equipped with study rooms, movies and videos, telecommunication networks, etc. It is also advisable to use such means of training as production, real objects of professional activity of a future specialist, facilities.

Game-based learning technologies in shaping the economic competence of future professionals in the HoReCa field significantly expand the potential of the students and enrich the teacher's teaching practice. We postulate that game teaching technologies in the teaching of economic disciplines in the college (gaming receptions, gaming situations, mini games) allow to simulate production situations, bring the learning process closer to the real future professional activity, transform traditional teaching into a motivated and desirable lesson, contribute to the effective formation of the economic competence of future junior specialists in hotel and restaurant service.

Conclusions and suggestions. Thus, the proposed method of forming the economic competence of future junior specialists in hotel and restaurant service in the college is realized through the use of methods, tools and forms of organization of training in professional and economic disciplines, as well as in the process of implementation of certain pedagogical conditions. The prospects for further research are seen in determining the criteria for the formation of the economic competence of future professionals in the HoReCa sphere.

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Богоніс О.М.

Львівський професійний коледж готельно-туристичного та ресторанного сервісу,
Інститут педагогічної освіти і освіти дорослих
Національної академії педагогічних наук України

МЕТОДИКА ФОРМУВАННЯ ЕКОНОМІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО МОЛОДШОГО СПЕЦІАЛІСТА ГОТЕЛЬНОГО ТА РЕСТОРАННОГО ОБСЛУГОВУВАННЯ

Анотація

В статті розглянуто головні теоретичні підходи до методики формування економічної компетентності майбутнього фахівця. Проаналізовано останні наукові дослідження та публікації на визначену тематику. Визначено методику формування економічної компетентності майбутніх молодших спеціалістів готельного та ресторанного обслуговування в коледжі, що спрямована на досягнення майбутніми фахівцями ефективного результату при вирішенні економічних завдань у сфері HoReCa. Проаналізовано чинники, які доводять необхідність впровадження і систематичного використання в навчальному процесі мотивації студентів, конусного інтегрування навчальних дисциплін, проблемного навчання та ігрових технологій навчання. Наведено приклади використання інноваційних та ігрових методів навчання при викладанні економічних дисциплін майбутнім молодшим спеціалістам готельного та ресторанного обслуговування в коледжі.

Ключові слова: методика навчання, педагогічні умови, інтегрування, проблемне навчання, ігрові технології навчання, економічна компетентність.

Богоніс О.Н.

Львовский профессиональный колледж гостинично-туристического и ресторанного сервиса,
Институт педагогического образования и образования взрослых
Национальной академии педагогических наук Украины

МЕТОДИКА ФОРМИРОВАНИЯ ЭКОНОМИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО МЛАДШЕГО СПЕЦИАЛИСТА ГОСТИНИЧНОГО И РЕСТОРАННОГО ОБСЛУЖИВАНИЯ

Аннотация

В статье рассмотрены основные теоретические подходы к методике формирования экономической компетентности будущего специалиста. Проанализированы последние научные исследования и публикации на определенную тематику. Определена методика формирования экономической компетентности будущих младших специалистов гостиничного и ресторанного обслуживания в колледже, направленной на достижение будущими специалистами эффективного результата при решении экономических задач в сфере HoReCa. Проанализированы факторы, которые доказывают необходимость внедрения и систематического использования в учебном процессе мотивации студентов, конусного интегрирования учебных дисциплин, проблемного обучения и игровых технологий обучения. Приведены примеры использования инновационных и игровых методов обучения при преподавании экономических дисциплин будущим младшим специалистам гостиничного и ресторанного обслуживания в колледже.

Ключевые слова: методика обучения, педагогические условия, интеграция, проблемное обучение, игровые технологии обучения, экономическая компетентность.