

Organizational and Pedagogical Conditions for Training Future Masters in Tourism in the Aspect of the Postmodern Approach

Bohdana OPRIA¹,
Inna PETRENKO²,
Kateryna PAVELKIV³,
Inna DENYSHCHUK⁴,
Nataliya DZIUBYSHYNA⁵,
Liudmyla BALIKA⁶

¹ Assistant Professor, Department of Tourism and Hotel and Restaurant Business, Kamianets-Podilskyi Ivan Ohiienko National University, opriab@i.ua

² Postgraduate at the Department of Theory and Methods of Education, Rivne State University for the Humanities, inna.petrenko@rshu.edu.ua

³ Doctor of Pedagogical Sciences, Professor of the Department of Foreign Languages, Rivne State University of Humanities, pavelkiv.k@gmail.com

⁴ Candidate of Pedagogical Sciences, Senior Lecturer of the Department of Pedagogy, Psychology and Correctional Education, Rivne Regional Institute of Postgraduate Education, inna_shpychak@ukr.net

⁵ Candidate of Pedagogical Sciences, Docent, Dekan at the Artistic Pedagogical Faculty, Rivne State University of Humanities, dzubisinanatalia@gmail.com

⁶ Candidate of Pedagogical Sciences, Associate Professor, Associate Professor at the Department of Theory and Methods of Education, Rivne State University of Humanities, luidmyla.balika@rshu.edu

Abstract: The article substantiates the relevance and expediency of the chosen topic of the study, defines its purpose for the training of future Masters in Tourism. The essence of tourism studies and professional activity of future specialists in tourism studies is defined, the role of project activities with the use of information and communication technologies in the work of specialists in tourism studies in the aspect of the postmodern approach is summarized.

The article aims to substantiate theoretically and test experimentally the organizational and pedagogical conditions for the training of future Masters in Tourism in terms of the postmodern approach to project professional activity. The authors propose a model for training future Masters in Tourism in project-based professional activities. The research hypothesis is that the level of future Masters training in Tourism for project professional activity will increase under such organizational and pedagogical conditions as the use of e-learning tools to study the technological foundations of project activities.

The following organizational and pedagogical conditions of tourism studies Masters preparation for the professional design activity in the aspect of the postmodern approach were identified and justified: using the information and educational framework for training future. Their combination with traditional means of training contributes to the effectiveness of the educational process and increases the level of future Masters in Tourism preparation for the design professional activity.

Keywords: *tourism, tourism science, master of tourism science, project activity, tourist project, information and communication technologies, professional education.*

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1. Introduction.

Modern tourism is the most stable type of economic activity. International tourism continues to grow despite economic instability in the world, especially in the Eurozone. The high performance of the industry shows that international tourism, as a sector of the economy, has demonstrated its ability to adapt to changing market conditions and is one of the industries that should be supported by governments of all countries as a means of stimulating economic growth.

The global tourism process in terms of a post-modern approach is developing at such a rapid rate that no country can stand aside. Each country has, firstly, significant tourism and recreational potential, and secondly, significant experience in organizing tourism. Thus, on the one hand, internal and, on the other hand, external factors stimulate the development of tourism in the country, ie an order is formed for specialists in this field. By the nature of the activity, tourism belongs to the sphere of socioeconomic professions (public services), and for the non-productive spheres of staffing, the quality of training is crucial. Thus, the development of tourism as a factor in shaping the economy of the state necessitates the creation of the training sectoral system and the retraining of tourism personnel, which would educate professionals to work individually and productively in a competitive environment.

International cooperation and integration of Ukrainian youth into European society is one of the top priorities of Ukraine's education system.

Almost all the countries of the world carry out certain research aimed at finding the skills that are necessary for any person, a specialist in any field in the XXI century. Our education is increasingly using the achievements and focuses on international practice in the field of training future masters in tourism in the aspect of the postmodern approach.

2. Analysis of recent research and publications.

Hayes (2020) argues that tourism studies can play an important role in "reorienting" tourism to a more sustainable trajectory after COVID-19. However, neoliberal policies, which increasingly encourage higher education institutions to prioritize vocational training over liberal education, may hinder the development of practicing philosophers (Tribe, 2002), those graduates who may be best prepared for the task. Brouder (2020) notes that as the world struggles with the realities of a global pandemic, there is an opportunity to rethink exactly what tourism will look like for decades to

come. Cavender et al. (2020) offer transformative travel based on transformative learning through education abroad in the tourism niche. Aguiar-Castillo et al. (2020) present gamification as a motivational strategy for university students in the field of tourism. Boluk and Carnicelli (2019) consider the democratic and emancipatory capacity of the application of Frey's work and the possibility of implementing a critical pedagogical approach in the tourism curriculum. Chiao et al. (2018) offer technological innovations in the tourism industry that serve as a means of meeting the growing need for the tourism experience of professionals. Balula et al. (2019) use digital transformations in tourism education. Chiao et al. (2018) apply technologies of tourism search on the Internet by students of the Scientific and Technical University in Taiwan. Kuzminskyi et al. (2019) provide information support to educators as an important function of the postgraduate education system. Prince (2020) analyzes reflections on the pedagogy of tourism research in the aspect of international research.

Edelheim (2020) notes that values and axiology are essential components for successful and meaningful tourism education and research. They especially need to be reviewed as the future of higher education in the COVID-19 world. Arrobas et al. (2020) substantiate students' attitudes towards tourism and environmental sciences regarding sustainable tourism strategies. Arraiza et al. (2018) emphasize the role of the academy in sustainable tourism. It is the Master's program in management and ecotourism that combines sustainability and tourism in the educational program, in the high-quality educational program, with professionals and experts, in a multidisciplinary and interdisciplinary approach, which allows to increase product competitiveness and increase cultural, social, and environmental sensitivity. Cotterell et al. (2019) report that as the tourism sector is called upon to contribute to the achievement of the UN Sustainable Development Goals by 2030 (SDGs), tourism educators need to develop industry leaders who have sustainable life stances of sustainable development with innovative technologies. Gibson (2019) discusses the problem of critical tourism research: new directions for volatile times.

Analysis of research by Acquadro Maran and Begotti (2020) shows that the problem of preparing future Masters in Tourism for project activities as a motive for professional education and professional activity is extremely important and relevant. However, a review of the literature indicates a lack of attention to the development of specific methods of training future Masters in Tourism for project professional activities at different stages of preparation of future Masters in Tourism in higher education. The theory of preparation for project professional activity needs

further refinement and deepening in connection with the rapid change of teaching aids and information and communication technologies. The need for this also stems from the need to use information and communication technologies to prepare future Masters in Tourism for project professional activities in professional training. To this day, the issues of application of information and communication technologies in the process of planning, development, and support of tourism projects, as well as for the preparation of future Masters in Tourism in terms of the postmodern approach to project professional activities.

The article aims to substantiate theoretically and test experimentally the organizational and pedagogical conditions for the training of future Masters in Tourism in terms of the postmodern approach to project professional activity.

The research hypothesis is that the level of preparation of future Masters in Tourism for project professional activity will increase under such organizational and pedagogical conditions as the use of e-learning tools to study the technological foundations of project activities.

3. Research methods

3.1. Participants in the experiment.

Research methodology includes methodological approaches and principles of teaching, which are based on the process of motivating the student's personality in educational activities, in particular - on the ideas of systemic, personal, activity, axiological and acmeological approaches and is carried out taking into account general didactic principles (scientific, systematic and consistent, accessible, learning with life, consciousness and activity, clarity, strength of knowledge, skills and abilities).

Experimental work was carried out at the Vinnytsia State Mykhailo Kotsyubynskyi Pedagogical University, Kyiv University of Tourism, Economics and Law, Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics, Khmelnytskyi National University, Kyiv National Drahomaniv Pedagogical University, Uman State Pavlo Tychyna Pedagogical University. A total number of 381 students and 38 teachers took part in the experiment, from which Masters studying in the traditional form of education (control group - CG) and 204 people were selected using the author's approach to the introduction of information and communication technologies (experimental group - EG). The age of the participants of the experiment is 18 - 25 years. All participants before the start of the study were informed about the conditions of participation in the

experiment and agreed to participate. The experiment was conducted by the decision of the specialized academic council of Vinnytsia State Mykhailo Kotsyubynskyi Pedagogical University (protocol № 23 dated June 26, 2020). The ethical rights of all participants are respected. The study was conducted in the natural conditions of the educational process of higher educational establishments, providing general conditions for participation in the experiment: the same time and duration of the training, the same measuring materials to diagnose the level of effectiveness of experimental methods for training future Masters in Tourism.

Diagnostic methods with electronic educational and methodical complex (EEMC) on the subject "Marketing of hotel and restaurant business", test tasks for monitoring students' knowledge using local and network test systems, didactic materials for use in the educational process of video materials for studying technological operations and principles of work of tourism specialists, knowledge maps developed using modern software, materials of educational projects "Tourist country" and "Mobile guide" with the use of network services, methodical recommendations on the preparation of future Masters in Tourism for project professional activity, didactic materials for use in the educational process of network technologies and Internet resources. Thus, the research materials can be used by teachers of professional and higher education institutions that train specialists in the field of tourism in the postmodern space.

We use the term *traditional distance learning* to refer to providing content (texts, video and audio lectures, interactive educational games, etc.), supervised by tutors (teachers), taking exams and tests using modern information technology with the active use of websites, forums, blogs, TV and video conferencing, chats, online communication programs, virtual classrooms, etc., up to the involvement of artificial intelligence (for example, virtual interlocutors and text evaluation programs).

As part of the *author's international project "WeNeT - e-Distance Learning Network"* in 2019 at the Kyiv University of Tourism, Economics and Law created a network of e-learning to improve skills in tourism (Belarus, Ukraine and Georgia) - WeNeT (short name of the project: «WENET» 158739-TEMPUS-DETEMPUS JPHES WeNeT). The project aims to create a central National portal for the adaptation of E-Learning modules for the training and retraining of target groups in the tourism industry. Higher educational institutions and line ministries of Germany, Austria, Italy, Slovakia, Ukraine, Georgia and Belarus are participating in the project. A total of 29 organizations participated in the WeNeT consortium.

The main objectives of the project in terms of the postmodern approach are:

- support for the process of reform and restructuring in Belarusian, Georgian, and Ukrainian higher education institutions - partners, as well as support for their integration into the European educational space;

- expansion and intensification of educational cooperation in the field of tourism in the EU and Eastern European neighbors;

- use of know-how and experience of higher education institutions - partners as educational institutions to increase their contribution to the establishment of a system of education in the field of tourism for life.

The project carries out: - formation of higher education institutions - partners in Belarus, Georgia, and Ukraine by a network of distance learning courses and advanced training for specialists in the tourism industry of partner countries; - methodical and didactic training of project participants on the organization of distance learning; - advanced training of project participants in Belarus, Georgia, and Ukraine on topical issues of tourism; - development and implementation of distance learning courses and advanced training in tourism specialties for target groups in Belarus, Georgia, and Ukraine, including the provision of the necessary technical infrastructure; - Dissemination in and outside the partner countries of the results achieved under the project, expansion of the network of distance learning courses and training of tourism professionals by involving other institutions of higher education and stakeholders in the tourism industry. Through the project assignment, the university staff established and developed an environment for distance learning based on LMS Moodle, developed distance learning courses for Masters in Tourism.

The author's distance course on the subject "Technology of tourism in the aspect of the postmodern approach" was developed for students based on the educational levels of bachelor and master, designed for 2 credits, containing 46 contact hours (online). To access the training course, the user registers in the distance learning system, the administrator enters it in the list of students and provides access rights to training materials.

The discipline curriculum in terms of the postmodern approach involves the training of the following competencies:

- study of the theoretical foundations of tourism by clarifying its forms, species, and types;

- acquaintance with professional tourist terminology;

- study of the functions of tourism and the factors of its development;

- disclosure of the main, auxiliary, service, and technological essence processes using which tourist activity are carried out;

- acquaintance with various systems of classification of hotels in different countries, the technology of reception and accommodation in hotels;

- clarification of tourist categories of food services.

The educational material is divided into 9 topics, for the study of each of which there are lectures, practical classes, test tasks, etc.

The use of specialized project management software in the educational process - Microsoft Project allows developing skills of control over the organization and sale of tourism products, which is the basis of the control function in future professional activities by modeling the educational process in the postmodern approach.

The developed model of preparation of future Masters in Tourism for project professional activity in the aspect of the postmodern approach (Figure 1) is a system of didactic and educational tasks that assumes the presence of certain components. The purpose of creating this model is to increase the efficiency of the process of training future specialists in the field of tourism. This model is based on the content structure of future Masters in Tourism and contains a target professional competency, methodology, content, organization and technology, assessment and performance blocks.

Social demand of the tourism industry

Target unit. Aim: to prepare Masters in Tourism for the professional project activities.

Methodological and substantive unit.

Scientific and didactic system: competence, personality-oriented, activity approaches: didactic principles of teaching.

Normative-educational system: branch standards of higher professional education, educational-qualification characteristics, educational-professional program, tourist competences, competence levels.

Structural and content system: curriculum, working curricula, educational complex disciplines, content modules of the distance learning system.

Organizational and technological unit.

Scientific and didactic system: competence, personality-oriented, activity approaches: didactic principles of teaching.

Functions in professional activity:

design, organizational, technological, control.

Educational
process content

Forms and
types of
educational

Teaching
method

Teaching aids

Organizational and pedagogical conditions:

the use of educational information environment for training future Masters in Tourism, project management with the use of modern Internet technologies and e-learning tools to study the technological foundations of project activities.

Evaluation unit.

Criteria: motivational-value, cognitive, professional, creative.

Evaluation indicators:

value attitude to professional activity, the educational and cognitive motives formation, the level of mastering and operating professional terminology, knowledge of essence, content of the future professional activity, level of concepts and manifestation of knowledge mastering, the ability to creative professional activity and the its evaluation

Evaluation levels: beginner, intermediate, sufficient, high.

Results unit.

Results: positive dynamics of increasing the level of future Masters in Tourism preparation for project professional activities.

Figure 1. Model for preparing future Masters in Tourism Studies for professional project activity under the aspect of the postmodern approach.

Source: systematized by the author.

The structural components of the organizational and technological block of the model, which provides for the preparation of future Masters in Tourism for project professional activities, are, in particular, the main functions of future Masters in Tourism in professional activities: design, organizational, technological, control; content of the educational process, the basis of which are electronic educational and methodological complexes of academic disciplines, electronic manuals and other ways of design of educational materials for the formation of professional competencies of future Masters in Tourism; forms and types of organization of the educational process (full-time and part-time form of education, self-education, advanced training); methods and means of teaching, which are the basis of the pedagogical system, as well as the organizational and pedagogical conditions substantiated by us: the use of information educational environment for the preparation of future Masters in Tourism; project activity management with the use of modern Internet technologies; use of e-learning tools to study the technological foundations of project activities; use of modern software to control project activities.

Studying the impact of information and communication technologies on the preparation of future Masters in Tourism for project professional activities in terms of the postmodern approaches requires practical testing in the educational process. That is why the model and organizational and pedagogical conditions for the preparation of future Masters in Tourism for project professional activities were applied during the organization and conduct of a pedagogical experiment in several higher education institutions.

4. Results

To verify the effectiveness of experimental research work, the results of educational activities, surveys, and tests were evaluated.

To evaluate the effectiveness of the experimental methodology for the preparation of future Masters in Tourism for the project professional activity, we found the actual normalized ratio of t_p according to the Student's criterion. Since the probability of random discrepancy in the quantitative indicators of readiness of future Masters in Tourism to project professional activity in control and experimental groups was small (0.05), we can assume that the level of readiness of future Masters in Tourism to project professional activity in the postmodern approach to experimentation

significantly increased compared to the corresponding indicator in the control groups.

The results showed that the increase in the readiness of future Masters in Tourism to project professional activity during the study occurred in both types of groups (Figure 2), but in the experimental groups, this growth was more intense. The average quality indicator in the experimental groups increased due to the use of our proposed organizational and pedagogical conditions. The largest increase in the indicators of readiness of future Masters in Tourism to project professional activity was achieved by motivational-value, cognitive and professional criteria due to the wide introduction of ICT tools in the educational process. Indicators on the creative criterion increased slightly less, due to their significant inertia. In the future, particular attention should be devoted to the development of indicators on this criterion.

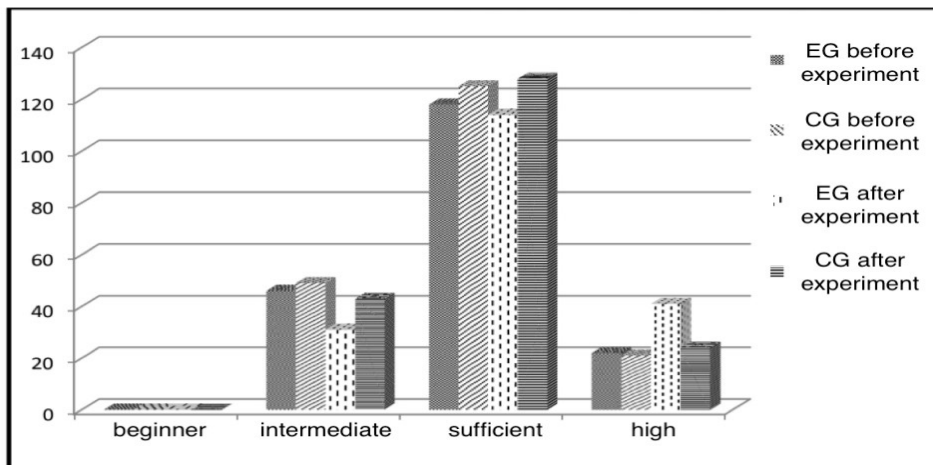


Figure 2. The future Masters in tourism dynamics of indicators of preparation to plan the professional activity under the aspect of the postmodern approach in the control and experimental groups.

Source: systematized by the author.

Observations of the dynamics of students' diagnostic results of control and experimental groups showed that during the formative experimental groups significantly increased the level of theoretical knowledge, due to the ability to use project technologies in professional activities of future Masters in Tourism studies in the aspect of the postmodern approach.

The experimental methodology had the greatest impact on the formation of professional abilities and skills, manifestation of professional and economic qualities and the ability to self-education, the ability to work independently with significant volumes of educational literature, to use educational computer programs, diagnostic tools, Internet resources, to determine professionally significant information and establish connections between information messages received from different sources and at different times. We explain this by the fact that ICT, due to the combination of different forms of presentation of educational information, not only contributes to its better assimilation but also develops skills of searching for and elaborating on it.

Consequently, in comparison with traditional methods of organizing the educational process, ICT-based learning has significant advantages. Particular note should be taken of the following:

- provides high-quality teaching combined with clarity, it is possible to use dynamic fragments and transformations of objects displayed on the screen;

- individual training and a high level and objectivity of control in the mode of direct dialogue of the student with the computer without intervention of the teacher is provided;

- offers the possibility of multiple reproductions of educational material until its complete assimilation at a suitable time for the student;

- provides the ability to use embedded software and computer directories;

- there is an opportunity to increase the level of professional competence of future Masters in Tourism by individualizing the educational process.

Thus, distance learning, characterized by such advantages as efficiency, flexibility, modularity, and parallelism, meets the requirements of modern life. But along with the advantages, there are several drawbacks:

- lack of face-to-face communication between students and the teacher, ie all aspects related to the individual approach and education are excluded;

- the need for a number of individual psychological conditions, strict self-discipline, the consciousness of the student;

- the need for constant access to sources of information, requires good technical equipment of the workplace, a constant channel of access to the Internet;

- as a rule, students feel the lack (absence) of practical classes;

- there is no constant control over the work of students, which for many students is a powerful incentive;
- in the distance education the basis of learning is solely written, the student may not always learn to competently present the knowledge acquired orally.

The use of elements of e-education for the preparation of future Masters in Tourism for professional project training is relevant in modern conditions due to the possibility of continuous training of employees of travel companies, providing access to professionally important information. Among the visitors of distance courses, a significant part is graduates of previous years, students of other universities, employees of travel companies and more.

Thus, distance education courses are an important means of knowledge formation and a good basis for developing professional skills based on the acquired educational information, and this is the basis of the professional function of future Masters in Tourism.

5. Results discussion

European integration processes are increasingly affecting all spheres of life in Ukraine, in particular the reform of the higher education system. The modern European unification process in higher education began in 1957 when the Treaty of Rome was signed. European countries have recognized that at the present stage, in order to integrate educational activities, it is necessary to compare and make compatible education systems. Further socioeconomic and political changes in society, strengthening the statehood of any country, its entry into the civilized world community are impossible without the modernization of the higher education system aimed at training specialists at the level of international requirements.

One of the preconditions for Ukraine's entry into the single European and world educational space is the introduction of the basic ideas formulated by the 1999 Bologna Declaration into the system of higher education in Ukraine.

The main goal of the process, which began in higher education in most European countries and is called the above-mentioned declaration, is to consolidate the efforts of the scientific and educational community and European governments to significantly increase the competitiveness of the European science and higher education system social transformations.

The European Credit Transfer System (ECTS) is a system designed to provide a single interstate procedure for measuring and comparing

student learning outcomes and academic recognition between educational institutions. It is designed to ensure student mobility, simplifies the understanding and comparison of curricula and student achievement between both domestic and foreign institutions.

The ECTS system is based on the assessment of all types of student work necessary to achieve the goals specified in the curriculum: attending lectures, laboratory work, preparation and participation in seminars and practical classes, independent work, tests and exams, internships (internships), preparation and defense of term papers and master's theses, etc.

ECTS was developed in 1989 under the ERASMUS program, which is now a part of the SOCRATES program, in the form of a pilot 5-year project involving 145 European higher education institutions. Subsequently, ECTS practice was widely recommended by higher education institutions by the Forum of the Higher Education and Research Committee, the UNESCO Council of Europe Convention on the Recognition of Qualifications concerning Higher Education in the European Region and supported by 159 international non-governmental organizations, including European Association of International Education, which includes representatives of more than 50 countries. ECTS is the only successfully tested credit system used throughout Europe.

Initially, ECTS was intended only for crediting credits. The system facilitated the enrollment of education obtained abroad, thus improving the quality and number of mobile students in Europe. Recently, ECTS has become a credit accumulation system that is being introduced across Europe at the institutional, regional, and national levels.

ECTS simplifies the understanding and comparison of curricula for all students (domestic and foreign). ECTS stimulates mobility and academic recognition. It helps universities organize and review their curricula. ECTS can be used for various programs and forms of study. According to the requirements of this system, we have identified evaluation criteria in the remote plane, which can serve as measuring factors of effectiveness in the postmodern space.

Tests evaluation criteria while distance education

Students' answers are evaluated in accordance with the qualified requirements for Masters in the field of "Tourism".

Grade A. The student gives correct answers to 91-100% of tests. (In the written exam, the theoretical questions are fully disclosed, setting out the

original conclusions obtained based on additional material, legislation and regulations.)

Grade B. The student gives the correct answers to 81 - 90% of the tests. (During the written exam, the theoretical questions are fully disclosed, the program material is presented in accordance with the material of the discipline.)

Grade C. The student gives the correct answers to 75 - 80% of the tests. (During the written exam, the theoretical questions are fully disclosed, but minor errors are made in the presentation of the program material. The student applies the basic knowledge of the study material provided by the curriculum.)

Grade D. The student gives the correct answers to 60 - 74% of the tests. (During the written exam, the theoretical questions are not fully disclosed, significant errors are made that affect the content of the answer. The student without sufficient understanding uses the study material, makes significant mistakes.)

Grade E. The student gives the correct answers to 51 - 59% of the tests. (In the written exam, theoretical questions are revealed incompletely or not at all. 175 The student makes a large number of gross errors, faces significant difficulties in completing the task, shows the ability to present ideas at the elementary level.)

Grade F. The student gives the correct answers to at least 50% of the tests, shows the ability to express opinions at the elementary level. (In the written exam, the theoretical questions are not sufficiently disclosed.)

Grade FX. The student gives up to 35% correct answers to the tests. (The theoretical questions are not solved during the written exam.)

The final grade in the discipline is calculated as the sum of points, taking into account the grades of each activity and control (grades based on the results of the current modular control during the semester and grades based on the results of the exam).

Thus, the results of the study give reason to believe that the initial methodology is correct, the goal is achieved, the hypothesis is proved, the tasks are solved, which gives grounds to draw the following conclusions:

Project activity is one of the main aspects of the professional activity of future Masters in Tourism and provides for the need to develop skills in the aspect of postmodern approaches in projects while studying at higher education institutions. Formed skills of project work and project management are the basis of successful professional activity in the field of tourism because the tourist product on the aspect of the postmodern approach is very volatile and requires a timely response to various

parameters and conditions that affect its performance. This is one of the main professional traits of a successful tourism expert. The use of modern technologies at the stages of design, development, implementation, and maintenance of tourism projects can significantly expand the capabilities of future Masters in Tourism in terms of the postmodern approach in the project professional activity.

Conclusions

The article theoretically substantiates and experimentally checks the organizational and pedagogical conditions for the training of future masters in tourism in terms of a postmodern approach to project professional activity. The authors propose a model of preparation of future masters in tourism for project professional activity. The hypothesis of the study is that the level of future training of masters in tourism for professional activities on projects will increase under such organizational and pedagogical conditions as the use of e-learning tools to study the technological foundations of project activities.

The following organizational and pedagogical conditions of tourism studies Masters preparation for the professional design activity in the aspect of the postmodern approach were identified and justified: using the information and educational framework for training future. Their combination with traditional means of training contributes to the effectiveness of the educational process and increases the level of future Masters in Tourism preparation for the design professional activity.

Thus, the results of the study give grounds to believe that the initial methodology is correct, the goal is achieved, the hypothesis is proved, the set tasks are solved, which gives grounds to draw such conclusions:

Project activity is one of the main aspects of professional activity of future Masters in Tourism Studies and involves the need to form the skills of working in the aspect of postmodern approaches in projects during training in institutions of higher education. Formed skills of project work and project management are the basis for successful professional activities in the field of tourism because the tourism product on the aspect of the postmodern approach is very fickle and requires a timely response to various parameters and conditions affecting the indicators of its success. This is one of the main professional features of a successful tourist-scientist. The use of modern technologies at the stages of design, development, implementation, and maintenance of tourist projects allows expanding significantly the

opportunities of future Masters in Tourism Studies in the aspect of the postmodern approach in project professional activity.

For the needs of tourism, we offer an expanded and therefore more precise definition of the project, it is a system of clearly set goals that are achieved with the help of special technical means and technological processes using financial, material, labor, and other resources, as well as management decisions and organizational measures conditioned by the indicated goals. Based on this definition, the tourist product is considered as a project and, accordingly, the project management of the tourist product production.

The developed model of preparing future Masters in Tourism for the design professional activity in the aspect of the postmodern approach is a didactic system and educational tasks, which implies the presence of certain components. The aim of the model is to increase the effectiveness of the process of preparing future Masters in Tourism for the design professional activity in the aspect of the postmodern approach. The mentioned model is based on the goal-oriented, methodological and content-related, organizational and technological, evaluative, and result-oriented blocks of professional project activities of future Masters in Tourism.

Theoretically grounded and experimentally tested organizational and pedagogical conditions of future Masters' training for the project professional activity in the aspect of the postmodern approach: using information, educational environment for training future Masters in Tourism; management of project activities using modern Internet technologies; using e-learning tools for studying technological foundations of project activities. It has been experimentally proved that the use of organizational and pedagogical conditions significantly affects the training of future Masters in Tourism for project-based professional activities; improved methods of teaching academic disciplines of training future Masters in Tourism using ICT; methods and forms of training future Masters in Tourism for project-based professional activities were further developed.

The areas of further research of this issue include the introduction of simulation technologies, computer modeling, wide implementation of geographic information system elements and mobile and cluster technologies, comparative analysis of available foreign and domestic technologies of tourism training, use of modern high-tech means, energy-efficient technologies, telecommunication means in the educational process

in order to determine the most effective for the development of professional.

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