

IMPACT OF INNOVATIVE ACTIVITIES IN THE PROCESS OF EDUCATION OF FUTURE SPECIALISTS OF THE TOURISM INDUSTRY

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Abstract

The education system is constantly changing to meet the needs of society and the economy. New technologies, changes in society and science, as well as new approaches to learning require changes in the education system. The transformations emerging in society, both at the social, political and economic levels, open market competition between various educational institutions, the emphasis on introducing new rules and values into the education system that are relevant to the modern world agenda, increasingly call for a review of the old education system, adapt to new realities, and introduce innovations into the educational process. The purpose of the article was to study necessary technologies and features of the methodology for introducing innovations into the educational process of students of tourism activities. The findings underscore the significance of innovative approaches in preparing students for successful careers in the dynamic tourism industry. In conclusion, this study reaffirms that by embracing innovative techniques, students acquire the skills needed for success in an ever-evolving industry, while educators remain at the forefront of this dynamic field.

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INTRODUCTION

The formation and implementation of an innovative approach to the activity of a teacher in modern education is the most important component of the educational process in our time.

In the modern era, there are increasing trends towards changing the content and approach to educational activities, methods and forms of work with students, which are primarily related to the concept of developing not only the fundamental foundations of personality, but also professional knowledge, skills and abilities. As a result, there is a need to activate the creative component of teachers in the process of mastering and introducing innovations into the educational process, which will satisfy new demands in the modern approach to learning (Gladysheva, 2022; Kalashnikov et al., 2023; Panova et al., 2023; Romanov et al., 2019).

The habitual teaching function of the teacher is modified for research activities, focusing on a creative approach, which focuses on understanding the need for an innovative approach in education.

A number of circumstances determine the inevitability of innovations in the modern pedagogical approach to education in the current realities of the existence of society at all levels of manifestation (Bochkareva et al., 2020; Gladilina et al., 2022; Nikolaeva & Suslennikova, 2022; Posokhova et al., 2023).

The innovative component in the work of teachers, which includes the process of initiating, developing and using pedagogical innovations, acts as a funds of modernization of education (Bochkareva & Tikhonova, 2019; Merzon et al., 2018).

Not only the way to education is changing, but also the structure of subjects taught, the insertion of which requires a continuous explore for new forms of organization of teaching, learning techniques involvement in the process itself and the designation of the importance of the subjects studied.

The evolving global landscape, characterized by rapid advancements in information and technology, necessitates a corresponding evolution in the realm of education. In this era of globalization, educational systems must align with these transformative changes. Furthermore, it is imperative for the education system to be finely attuned to the contemporary needs and interests of students that are not only reflective of societal demands but are also deeply rooted in the global context. In addition, the education system should be flexible and adaptive so that students can receive knowledge in a format that is convenient for them (Akishina et al., 2023a; Tumashbay et al., 2023).

From the point of view of the employment of innovative activity in the educational process, this is a purposeful work of a teacher according to consider his own pedagogical experience by matching and research changing in the educational process with the purpose to

obtain better outcomes of a new learning and produce a completely modern pedagogical practice (Akishina et al., 2023b).

The innovative activity of a teacher is associated with the processes of self-identification, the formation of his personal attitude to everything new, adapting to these innovations and forming his professional position to this new one.

Speaking about the principal features of an innovative approach to educational activities, it is worth noting that a teacher should keep up with the times and be adapted to new ways, realities and the structure of modern society. He must have the imaginative ability to create and project new ideas and concepts into the educational process, and most importantly - to design and model them in practical forms.

The teacher should be open to the new, different from his established ideas and beliefs, which is founded on the patience of the individual to changes, adaptability and non-standard mind, have cultural and ethnic advancement and awareness, be ready to constantly improve his professional activities, as well as recognize the value and necessity of innovative activity in comparison with traditional.

Therefore, the purpose of the study was to analyze the necessary technologies and features of the methodology for introducing innovations into the educational process of students of tourism activities.

METHODS

This study employs a comprehensive approach to examine the impact of innovative educational methods on preparing future specialists in the field of tourism. Multiple research methods were employed to gather and analyze relevant data, encompassing qualitative and quantitative techniques.

A thorough review of existing literature on tourism education and innovative teaching methods was conducted. Scholarly articles, books, academic papers, and reports from reputable sources were examined to establish the current state of tourism education and identify gaps where innovative approaches could be applied.

A qualitative analysis was performed on curriculum documents, course materials, and educational policies related to tourism programs in academic institutions. This involved a systematic examination of official documents to identify the incorporation of innovative teaching methodologies and the alignment with industry demands.

Also we have studied course materials and assignments that incorporate innovative approaches, such as storytelling, immersive learning, and virtual reality, in terms of its future implementation to the education of future tourism specialists.

RESULTS

Based on the studied literature, we have indicated that methods of introducing innovations into educational activities can be divided into two types: methodically-oriented and problem-oriented innovation processes (Belousova et al., 2023; Dzhancharova et al., 2023).

Methodological-oriented innovation processes are based on the implementation of a particular educational technology and methodology, for example, the use of modern information technologies, the principle of integrating the educational content with developmental learning, the use of differentiated and project-based learning.

There are 7 main approaches: a personality-oriented approach, an essential approach, an operational-activity approach, a professionally oriented (competence-based) approach, an acmeological approach, a creative-developing approach and a contextual approach.

With a personality-oriented approach, the emphasis is placed on achieving the personal development of students through a tactics of partnership, assistance, comprehension, honor and assist when choosing individual approaches and resources of work.

The essential approach is considered in the communication of teachers in the direction of the development of complex capabilities of students on the basis of the establishment of cross-disciplinary connections.

The operational-activity approach is based on the process of acquiring knowledge in the course of their practical application.

A professionally oriented (competence-based) approach to learning is expressed in the formation of students' professional competence and professional attitudes.

The acmeological approach is closely related to the essential approach in the organization of innovative education, which consists in the development of new and updating of existing teaching tools and methods for the formation of students' creative thinking, self-development, self-improvement, self-education and self-control.

The creative-developing approach forms students' critical thinking and creative attitude to activity.

The contextual approach is based on the compliance of the content of the studied disciplines with the state educational standard (Biryukov et al., 2023).

As for problem-oriented innovative educational processes, the emphasis is placed on solving certain tasks related to the formation of a competitive personality. Students should learn to be aware of their personal and social significance, set goals of self-identification and uniqueness, adequately perceive difficulties and justified risk, which reflects the responsibility of the individual in decision-making, to concentrate their abilities as much as possible for their full realization.

The formation of a competitive specialist in modern conditions is possible only with the introduction of both problem-oriented and methodically-oriented innovations into the educational process, which together fully meet the provisions of the introduction of innovative processes into educational activities.

The tourism industry represents a distinct market niche characterized by perpetual and enduring demand. It stands out as one of the most consumer-focused and client-centric sectors within the economy (Akishina et al., 2023b). It is extremely important for students studying for the tourism business to learn to be creative in working with different types of people, to learn active communication with clients and partners, developing both soft skills and hard professional skills to the full. In addition, the tourism industry is being technologized and digitalized at a fairly rapid pace, which indicates its innovativeness (Rodenkova et al., 2023; Stepanova et al., 2023).

One of the important tasks in the training of professionals in the field of tourism is the formation of skills for effective management of the tourism industry in various crisis conditions. In particular, in the era of COVID-19, the study of tourists' travel preferences requires a high level of competence from the staff operating in the field. For this, it is necessary to develop the ability to work in different situations among students studying in the field of tourism (Saidmamatov et al., 2021; Tikhonov et al., 2022).

Personnel working in the hotel industry require a deep understanding of sustainable development concepts. In particular, hotel management requires employees and managers to develop environmental management skills (Matyakubov et al., 2022).

Moreover, it is the students of the tourism industry who are characterized by the introduction of all the methods of innovation (methodically-oriented and problem-oriented innovation processes) in educational activities described in the paragraph above. Next, we will consider innovative educational technologies that allow us to solve the problem of effective development of professional thinking and the necessary competencies to work in the field of tourism.

First of all, the teacher needs to introduce storytelling methodology into the educational process, which is based on the development of such soft skills as developed communication, the ability to clearly and intelligibly present information, build interaction with others, and the development of hard skills, such as the ability to interest the client in the product being sold, marketing and sales skills (Aleksandrova et al., 2023; Sharakhina et al., 2023). That is why the use of the educational potential of narrative information (legends, myths, parables, urban stories and eyewitness accounts of events) is actively used teachers in the classroom.

In order to visually and audibly immerse a person in a particular historical and cultural epoch, to make it possible to understand a particular historical event, in some disciplines taught, in addition to storytelling techniques, immersive learning technologies are used, for example, immersion in virtual reality (Kharkovskaya et al., 2022). The advantages of immersion in an interactive environment are visibility, informativeness, safety, improvisation, and most importantly – the effectiveness of acquiring the necessary skills in an exciting form for students. Such an innovative approach to tourism education provides a subjective approach to learning through immersion in professional activities both in virtual space and in the framework of artificially simulated reality.

The development of the necessary professional skills takes place in the game mode, which leads to a more detailed understanding of the subject and high educational results (Uteuliyev et al., 2023). Thus, immersive technology involves the implementation of a productive learning model that allows developing the creative and intellectual potential of not only students in solving professional tasks, but also teachers to apply an innovative approach to teaching students (Tolmachev et al., 2022). The introduction of such innovations in the educational process makes it possible to effectively form both theoretical and practical skills thanks to the simulation of real situations and the synergy of the influence of problem-based learning with multimedia format on modern students as subjects of the cognitive process.

From all of the above, it can be concluded that the introduction of innovations in the educational process, as well as the use of teachers' creative approach to learning and interaction with students, helps to keep up with the times, more effectively immerse themselves in the specifics of the future profession and produce highly qualified specialists of different profiles.

CONCLUSION

The implementation of innovations in the educational process requires a creative approach from the teacher. This is due to the fact that innovations, as a rule, imply the introduction of new methods, technologies and approaches to the educational process. In order

to successfully implement innovations, a teacher must be ready for changes, be able to adapt to new conditions and realities of society, and also be able to apply a creative approach in his work.

The creative approach is manifested in the teacher's ability to find non-standard solutions for various educational tasks, use innovative teaching methods and technologies, as well as develop their own methods and approaches. An important aspect of the creative approach is the teacher's ability to work in a team, interact with colleagues and share their experience.

Innovations in the educational process can be aimed at various aspects of learning, such as the use of new technologies, changing forms of learning, the development of critical thinking among students, etc. For the successful implementation of innovations, a teacher needs to be ready for changes not only in his professional activity, but also in his personal life.

By the preparedness of a teacher for innovative activity, it is common to understand the creation of soft skills necessary for this activity, such as high efficiency, the ability to resist the action of sturdy incentives, developed emotional intelligence, preparedness for originality, and hard skills, such as knowledge of new technologies, mastery of new teaching methods, the ability to develop projects and the ability to analyze and identify faults.

A necessary condition for the successful implementation of innovative activity of a teacher is the ability to make an innovative decision, take a certain risk, as well as successfully resolve conflict situations arising during the implementation of innovations.

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