



УДК 378:640.4

## MODEL OF FORMING PROFESSIONAL READINESS FOR QUALITY AND SAFETY IN ECO-ENVIRONMENT WITH FUTURE BACHELOS IN HOTEL AND RESTAURANT BUSINESS

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**Abstract.** In the article the author analyzes the built-up model of forming professional readiness of future hotel and restaurant bachelors regarding quality and safety in the eco-environment, which is a complex system of interconnected blocks: target block, theoretical and methodological block, organizational and procedural block, assessment block. The organizational and pedagogical conditions of the research phenomenon have been specified as well. The most effective forms, methods and means of forming professional readiness of future hotel and restaurant bachelors in regard of quality and safety in the eco-environment have been determined.

**Keywords:** model, professional readiness, quality, safety, eco-environment, future bachelor, hotel and restaurant business, education.

### Introduction

The social progress of the hospitality industry has contributed to the interpenetration of quality and safety in the eco-environment. The eco-environment of the hospitality industry requires modern specialists who are environmentally aware, with knowledge of the development strategy of both the state and international business partners [6], who are able to predict and prevent the negative impact of professional activities on the eco-environment.

Building up an effective educational ecosystem is impossible without a full understanding of its nature, its integral components (subsystems) and relationships between them. These interrelationships create the semantic and management contour of the corresponding model of forming the readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment, including the subject matter, principles, methods, levels of structuring and functioning. This approach makes it possible to create an educational system that differs from the existing one, avoids similarity to a "conveyor" for processing and replication, while taking into account the standards, norms and rules of training future bachelors of the hotel and restaurant business [4].

### Main text

Analysis of research and publications. Studying the readiness for professional activity of a future hotel and restaurant specialist, K. Pitsul presented a model, the components of which are four interconnected blocks: target, content-technological, assessment and resultant ones. Studying the readiness for professional activity of a future hotel and restaurant specialist, K. Pitsul presented a model, the components of which are four interconnected blocks: target, content-technological, assessment and resultant ones. The author focuses on the interrelated components specified in the model, affecting the methodological approaches and principles of forming readiness for the professional activity of future specialists in the hotel and restaurant business,



as well as the criteria of the specified readiness and level. In turn, methods affect the forms of conducting classes, and methodological approaches affect the principles [8, p.310].

I. Skril, researching the formation of professionally oriented English-language lexical competence of future specialists in the hotel and restaurant business, developed a linguistic didactic model, the components of which are: target, methodological, content-related, methodical and organizational, resultant [11, p.407].

In the dissertation study of the training of future specialists in the hotel and restaurant business at institutions of higher education, V. Burak designed and experimentally verified the system of professional training of future specialists in the hotel and restaurant business, that was then presented in a structural and functional model with five structured components: theoretical and target, methodological and conceptual, content and procedural, implementation and technological as well as analytical and resultant [1, p. 246].

The author of the model of forming cross-cultural competence in professional training of future managers of the hotel business, K. Levadna, reveals it in conjunction with the target, theoretical and methodological, procedural, and resultant components.

Despite the significant value of previous studies, the problem of forming the professional readiness of future hotel and restaurant bachelors has not yet been sufficiently developed. For effective personnel training, it is necessary to improve educational processes and create models aimed at developing the professional competence in quality and safety in the eco-environment with future hotel and restaurant bachelors. This requires particular attention to specific skills and knowledge that meet the modern requirements of the hotel and restaurant business.

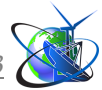
The purpose of the research was to develop the model of forming professional readiness for quality and safety in eco-environment with future bachelors in hotel and restaurant business.

In the process of our scientific exploration, we used some general scientific and specific methods, the main of which are: methods of analysis and synthesis, comparative method and generalization.

Presentation of the main material. Model (from Latin “modulus” - measure, analog, sample, and specimen) is a system of research giving an idea of another system, a representation of some other process, construction or concept of the original [7, p.64].

Modelling is a key stage of any theory development. The model not only reflects existing knowledge, but also helps to discover new facts that have yet to be turned into knowledge. One of the main tasks of pedagogical science is the study of models for obtaining the knowledge it embeds. The variety of purposes for creating and using models reflects the evolutionary process of developing methods of cognition and learning.

The educational model represents both the elements and the structure of educational goals, the elements and structure of educational plans, the content and structure of educational courses, assessment and testing methods, as well as groups of education seekers. At the same time, the researcher notes that the most effective way



to build up an educational model is through the description of "borderline" models of the educational space [5].

Thus, the educational model in our understanding is a logical sequential complex system of relevant elements of professional education, which includes the goal of forming the readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment, the content and results of modelling, which is a characteristic of the quality of the research object, while modelling is interpreted as a method of cognition consisting of the process of creating, researching and using models. Important for our research is the process of designing stages of forming readiness for quality and safety in eco-environment with future bachelors in hotel and restaurant business. The structure of the model includes four interrelated blocks: axiological, cognitive, professional performance-based and ecological performance-based ones.

In the scientific literature, the concept of "formation" is often defined as the process of gradual development of certain knowledge, skills, or qualities in a person through purposeful pedagogical influence. S. Sysoeva interprets "formation" as the systematic creation of professional competences through training, practice and active involvement in processes related to a professional activity. This applies not only to knowledge, but also to the development of personal qualities necessary for the professional activity [10].

The process of forming the professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment is considered as a process of mastering a combination of: normative-legislative and economic knowledge, an ecological way of thinking, moral and personal views and values, social and cultural experience and professionally significant qualities of social leadership, natural intuitiveness and executive discipline, willful determination, wholehearted hospitality, ethical virtues, health-preserving ability and internal safety organization, stress resistance, self-development, self-improvement, and self-realization in environmentally oriented professional activity.

Scientist K. Pitsul states that the formation of readiness to carry out a certain activity is considered by scientists as a conceptual model, as well as a dynamic synthesis of available information and previous experience. He distinguishes the following principles of model construction:

- generalization (representation of the most essential permanent features of the modelling object);
- schematicism (demonstration of the interrelations of the fundamental elements of the modeling object);
- panoramism (reflection of integrity through structural components) [8].

In our research, we can turn to the normative model of professional training of hospitality specialists, taking into account the systematic approach to the formation of environmental and professional competence in the conditions of a dynamic market and the growth of requirements for the quality of services in the hotel and restaurant sector.

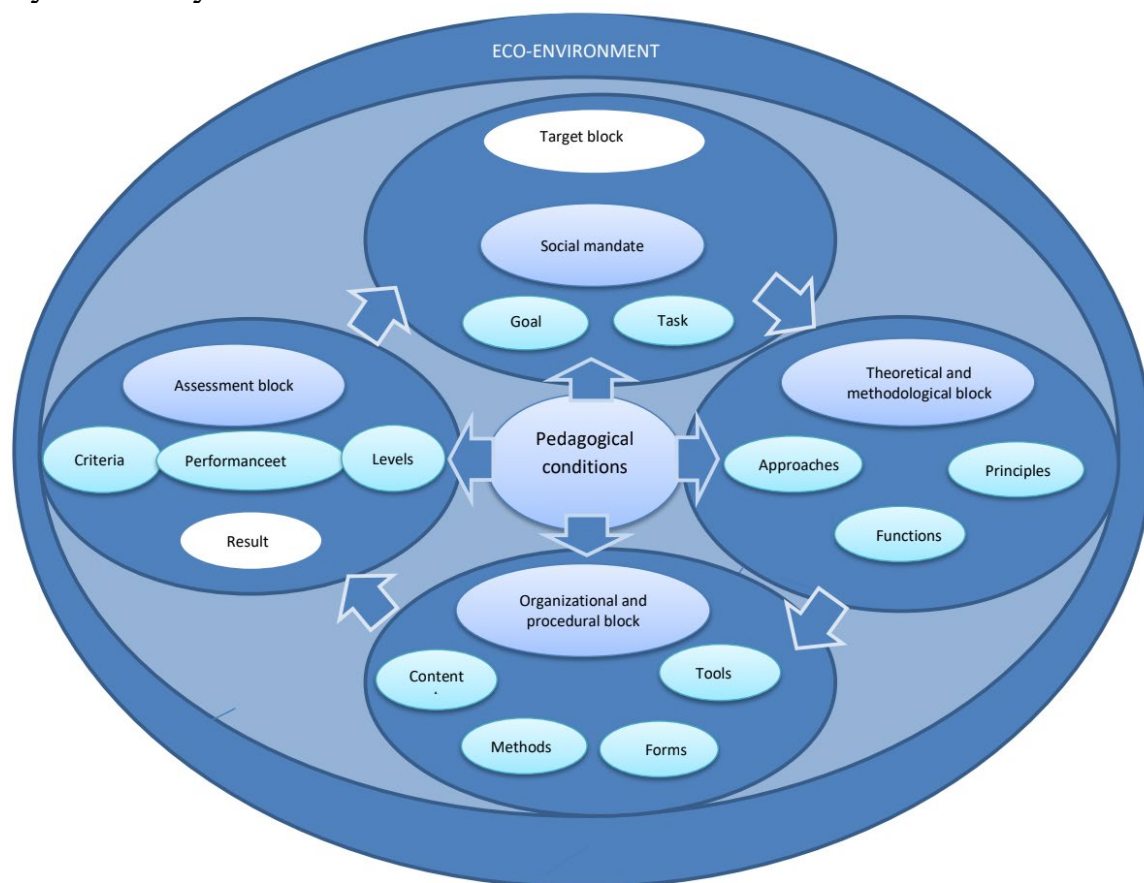
Analyzing the models of training future specialists in the hotel and restaurant business by scientists V. Poluda [9], K. Pitsul [8], V. Horlach [2], V. Buryak [1] in a



historical sequence, it is possible to see how changes in socio-economic conditions in society influenced the requirements for the personality of a professional. Modern trends require not only a high level of technical knowledge, but also the ability of hotel and restaurant professionals to adapt to environmental and innovative challenges in the field of hospitality.

Summarizing the existing approaches to the development of models for training specialists in the field of hotel and restaurant business, we developed our own model for the formation of professional readiness of future bachelors in the hotel and restaurant business for quality and safety in the eco-environment presented in Figure 1. The model for the formation of professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment (hereinafter - the Model) takes into account the specifics of work in the hotel and restaurant field and includes the necessary blocks for the formation of professional readiness, in particular regarding the quality of services and environmental safety.

The model was developed as a set of certain consistent and interconnected blocks ensuring the implementation of organizational and pedagogical conditions for the formation of professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment.



**Figure 1 - Scheme of the Model**

The first condition: the formation of a personal sense of an environmentally-oriented professional position and the activation of the environmental protection experience of future hotel and restaurant bachelors, abilities to act and understand the responsibility for preserving the natural environment through participation in





environmental actions and projects. The second condition: the transformation of the educational process of ecological strategies to form the readiness of future bachelors of the hotel and restaurant business for quality and safety in the eco-environment into the content through the implementation of educational forms, methods and means. The third pedagogical condition: the implementation of a practice-oriented ecological approach to the professional training of future hotel and restaurant bachelors for quality and safety in the eco-environment through the involvement of stakeholders in the educational process.

In the target block, the goal is professional training of future hotel and restaurant bachelors for quality and safety in the eco-environment.

The formation of a personal sense of an environmentally-oriented professional position and the activation of the environmental protection experience of future hotel and restaurant bachelors to act and understand the responsibility for preserving the natural environment through participation in environmental actions and projects. The transformation of the educational process of environmental strategies for the formation of the readiness of future bachelors of the hotel and restaurant business for quality and safety in the eco-environment into the content, through the implementation of pedagogical forms, methods and tools, the implementation of a practice-oriented approach to the professional training of future bachelors of the hotel and restaurant business for quality and safety in the environment through the involvement of stakeholders in the educational process.

Therefore, the task is the formation of motivation for the ecological (preserving) orientation of professional training; optimization of the educational process in an innovative educational environment; formation of an individual trajectory of self-development and self-realization in future professional activities.

The theoretical and methodological block reveals methodological approaches having a general scientific vision of building up the process of improving the professional training of future bachelors of the hotel and restaurant business and ensure its focus on the formation of the professional readiness of future bachelors of the hotel and restaurant business for quality and safety in the eco-environment. We have defined systemic, synergistic, performance-based, personal developmental, competency-based, acmeological, integrative, practice-oriented, axiological, ecological, emotional methodological approaches.

The main principles of developing the professional readiness of future hotel and restaurant bachelors to ensure quality and safety in the eco-environment are: scientific strategy, universalization of knowledge, transdisciplinarity, systematicity, integrity, accessibility, transparency, individualization, independence, creativity, consciousness, mobility, practical orientation, creative implementation. The combination of these principles provides an adequate solution to the tasks of systematic development of the professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment.

The proposed Model presumes the implementation of the main functions of forming the professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment: information-oriented, diagnostic, regulatory, integrating, socializing, optimization and adaptive, and implementing ones.



The formation of the professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment is revealed through the ways of interaction between the teacher and the learner and during the filling of the content of professional training, the choice of educational technologies, styles, methods and tools. Based upon a comparative analysis of the works of scientists, we introduce into the operational component of the educational process a set of objective possibilities, forms, methods, tools creating an educational environment and having an impact on the formation of professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment. Therefore, we included into the operational component:

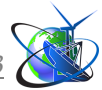
- forms: traditional ones, lectures, seminars, practical and innovative ones, webinars, guest lectures, chatbots, excursions, master classes, workshops, online presentations, scenarios.

- methods: interactive methods (online dialogues, online discussions, interactive videos and quizzes, case method), collaborative projects, project method, visualization methods, digital methods, distance learning method and others.

- means: didactic, visual (posters, schemes, diagrams, models, layouts, collections), technical teaching aids (slides, drawings, movies, videos), equipment, instructional and technological cards, handouts, educational literature (textbooks, reference books, demonstration laboratories, specialized classrooms, e-education management: means of administration (identification, authorization, registration etc.); means of course development (development tools, content sharing, etc.); means of access to information (course management, students supervising tools, automatic testing, categorization, etc.); means of communication between teachers and students (forums, e-mail, e-chat, video communication, etc.); means of improving productivity (help, search, online/offline mode, etc.).

A variety of methods generates interest in educational and cognitive activities among students, which is very important for the formation of a motivated attitude to the educational process. The effectiveness of the methods depends on the availability of material and technical means that have the appropriate didactic functions: informing, assimilation of new material and control. Accordingly, the means depend inversely on the goal, content and methods of education. It is important to ensure a natural combination of forms, methods and means with the appropriate content of the process of forming the professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment.

The assessment block reflects the criteria: axiological, cognitive, professional performance-based, ecological-performance-based ones of the formed professional readiness of future hotel and restaurant bachelors regarding quality and safety in the eco-environment and their performance. D. Kilderov notes that in order to carry out a general criterion evaluating the results of the formation of competence for the professional career development of future teachers of labor education and technology, it is necessary to determine a list of performance in accordance with the structure, which can be expressed qualitatively or quantitatively, which can be objectively evaluated [3]. That is why we chose the following levels of forming professional readiness of future hotel and restaurant bachelors regarding quality and safety in the



eco-environment: creative, sufficient, reproductive ones.

Implementation of the Model presumes the result, i.e. the formation of professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment.

The model of forming professional readiness of future hotel and restaurant bachelors regarding quality and safety in the eco-environment is open, constantly evolving and, if necessary, can be supplemented with new components.

### **Conclusions.**

Thus, we have built a Model for the formation of professional readiness of future hotel and restaurant bachelors regarding quality and safety in the eco-environment, which is a complex system of interconnected blocks: social madate, target block, theoretical and methodological block, organizational and procedural block, assessment block , pedagogical conditions.

The introduction of the developed model into the educational process of higher education institutions of Ukraine made it possible to direct efforts to optimize the process of increasing the effectiveness of forming professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment.

**Prospects for further research** are seen in the experimental verification of the pedagogical expediency of forming the professional readiness of future hotel and restaurant bachelors for quality and safety in the eco-environment in institutions of higher education.

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The article was sent: 19.10.2024

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