

Technology of Normative-Juridical Culture Formation Among the Future Specialists in the Sphere of Social Tourism

Kuznetsov S.A.
University of Management “TISBI”
Naberezhnye Chelny, Russia
stanislav.kuznetsov.79@mail.ru

Maksimova O.G.
University of Management “TISBI”
Naberezhnye Chelny, Russia
frau.maksimovva@yandex.ru

Abstract—Scientific-methodical literature analysis, held diagnostics showed, that it is necessary to form normative-juridical culture among the future specialists in the sphere of social tourism. Technological support of normative-juridical culture formation process was realized on the basis of the following principles: variability, system character and integrity, identity, dominance, realized prospect in professional training and regionalization. Processual-technological components of normative-juridical culture formation process among the future specialists in the sphere of social tourism at a higher educational establishment of physical culture and sport are the following: diagnostic, marketing, organizational- processual and monitoring. Research methods: literature analysis and summarizing, testing, questionnaire survey, pedagogical experiment, mathematical-statistical data treatment. Normative-juridical knowledge formation among students during the process of the following subjects study: “Philosophy”, “Jurisprudence”, “General ecology”, “Economics of recreation and tourism”, “Juridical basis of social tourism”, “Normative-juridical culture of the specialists in the sphere of social tourism”. A special course “Normative-juridical culture of the specialists in the sphere of social tourism” is created and introduced into the educational process. The course is directed at juridical awareness and social-juridical competence formation on the basis of the situational approach. In case of teaching modern active methods complex use, such as trainings, seminars, consultings, coachings a maximum effect is achieved in a student’s latent adaptive abilities revelation.

Keywords—*conception; model; technological support; base juridical skills; professional training; competency; specialists training; curriculum; process of education; juridical awareness.*

I. INTRODUCTION

Scientific-methodical literature analysis, held diagnostics revealed, that it is necessary to form normative-juridical culture among the future specialists in the sphere of social tourism. A formative stage was held on the basis of created by us conception of normative-juridical training and the model of normative-juridical culture formation among the future specialists in the sphere of social tourism.

II. RESEARCH METHODOLOGY

Technological support of normative-juridical culture formation process was realized on the basis of the following principles:

- variability (a general part separation in the content of normative-juridical training, which provides the base juridical skills formation among the specialists of any sphere and single-special parts, providing an opportunity of special social-juridical competencies flexible formation among the future specialists in the sphere of social tourism);

- system character and integrity (a maximum professionalization realization of normative-juridical training in conditions of the juridical, general cultural, social-economic, psychological-pedagogical, special-professional disciplines interconnection and other cycles at a vertical and horizontal levels);

- identity (content-technological and scientific-methodical support should correspond to the essence of a specialist social-juridical competence in the sphere of social tourism);

- dominance (the essence dominance revelation, which is the base in normative-juridical training of the specialists in the sphere of social tourism. It combines the components of a multi-aspect inter disciplines content of normative-juridical education);

- realized prospect in professional training (each student takes part in own professional-educational route projecting in accordance with personal cognitive abilities and profession oriented presentations to oneself as a future specialist in the sphere of social tourism, has an opportunity to correct it, taking into consideration the achieved results and experience accumulation of educational-professional activity);

- regionalization (the specialists’ in the sphere of social tourism most demanded social-juridical competencies revelation in the content of normative-juridical training in a definite region, taking into consideration specificity and social-

professional activity peculiarities in it, contingent of clients in social defence establishments, population support).

III. RESULTS AND DISCUSSION

Processual-technological components of normative-juridical culture formation process among the future specialists in the sphere of social tourism at a higher educational establishment of physical culture and sport are the following:

- diagnostic – specificity determination of the students contingent, their real and potential abilities, professional-educational demands revelation;

- marketing – statistical data analysis about the specialists' in the sphere of social tourism state of being relevant in the region, tendencies prognostication of normative-juridical education in a region, country;

- organizational- processual – scientific-methodical support of all forms, directions, kinds of normative-juridical training in a continuous system of professional education, innovative activity intensification in all structural parts of the future specialists normative-juridical training complex in the sphere of social tourism in a continuous system of professional education;

- monitoring – expert appraisal of competitive specialists in the sphere of social tourism normative-juridical training effectiveness.

Some scientists' works study showed, that a new content introduction into educational subjects and special courses provide the level increase of this or that formed competence cognitive component.

That is why we analyzed specialities curriculums of the students taking part in our experimental work:

- 032103.65 Recreation and sports-health-improving tourism;

- 100101.65 Service;

- 032102.65 Physical culture for people with deviations in health state (adaptive physical culture);

- 032101.65 Physical culture and sport.

It was stated, that normative-social-juridical knowledge formation among the students happens during the subjects study of the mentioned above specialities curriculums invariant part, such as "Philosophy" and "Jurisprudence". Moreover, each curriculum has disciplines, directed at sought knowledge formation: "General ecology", "Balneology", "Economics of recreation and tourism", "Juridical basis of recreation and tourism", "Safety in the sphere of recreation and tourism", "Constructions in recreation and tourism", "The basis of sports-health-improving tourism" (speciality "Recreation and sports-health-improving tourism"); "Examination and diagnostics of the objects and service systems", "Metrology, standardization and certification" (speciality "Service"); "Social maintenance of invalids", "Juridical basis of physical

culture and sport" ("Physical culture for people with deviations in health state (adaptive physical culture)"); "Physical culture and sport management and economics", "Sports constructions", "Juridical basis of physical culture and sport" (speciality "Physical culture and sport") and others.

All mentioned disciplines have a considerable potential in normative-social-juridical knowledge formation among students. However, these disciplines are not enough, in order to form a necessary level of normative-juridical culture among the future specialists in the sphere of social tourism. Not only actualization in the content of the normative-juridical regulation invariant disciplines question is needed in the sphere of social tourism, but also introduction of a range of special disciplines, such as "Juridical basis of social tourism", "Normative-juridical culture of the specialists in the sphere of social tourism", "Normative-juridical basis of barriers free environment organization", "Norms and rules of people with limited capacities of health behavior and communication", "Relief-point system of Braille alphabet" and "Gesture speech".

Not only the problems of disciplines determination, providing normative-juridical culture formation among the future specialists in the sphere of social tourism are urgent. It is important to define the succession of their study, not violating the continuity of educational courses content and to correct the content of the curriculums, taking into consideration the model change of the trained specialists in the sphere of social tourism.

While creating a course "Normative-juridical culture of the specialists in the sphere of social tourism" we were guided by the demands, made by the employer to social-juridical aspects of a specialist's professionalism in the sphere of social tourism.

Among the integrated demands we determined the following ones: functional normative-juridical competence increase at the level of social-juridical communication technology mastering. It is revealed in desire and ability to gain, understand and effectively use knowledge on normative-juridical system, rights of people, the level of their normative-juridical culture; ability to organize social-juridical and collective activity (socially important-generally useful) and to take part in it; the skills of social-juridical orientation in society.

The base of the course "Normative-juridical culture of the specialists in the sphere of social tourism" was formed by the principle of integration. Content part of an educational course reflects the following:

- 1) demands to normative-juridical culture development, taking into consideration all kinds of activity of a specialist in the sphere of social tourism (pedagogical, training activity; scientific-research activity in the sphere of tourism; organizational-management activity; recreational and rehabilitation activity);

- 2) a range of different typical difficult situations, situational-role plays, oriented at all components of social-juridical competence development.

A special course “Normative-juridical culture of the specialists in the sphere of social tourism” creation and introduction into educational process are directed at juridical awareness and social-juridical competence formation on the basis of situational approach.

According to this approach the methods and means, which correspond to practical-oriented teaching, are chosen.

We would like to present the methods and means of teaching, directed at influence on students – the future specialists in the sphere of social tourism (table by A.M. Stolyarenko [390] for juridical specialties, however, it can be used in the work with the future specialists in the sphere of social tourism).

The table presents the methods and means of teaching and upbringing, used by a teacher and reflecting a situational approach.

Methods and means of teaching and upbringing

Methods of teaching and upbringing	Means of teaching and upbringing
1. Personal demonstration 2. Facts illustration 3. Positive examples demonstration	1. A teacher’s word 2. Verbal facts 3. Verbal and visual examples of the best students
Made mistakes and disadvantages analysis	Visual materials, facts, numbers, definite surnames
Prospects demonstration	The examples of positional and personal growth of specialists
Appeal to authorities	Verbal images of the heroes, the best specialists, excellent students
Documents, normative acts, certificates analysis	Documents, certificates, reports, letters and other normative documents
Dispraise of negative phenomena	Mistakes in education and work
Solving problem situations	Verbal description or visual presentation of the episodes, difficult problems, situations, introductory lessons
Specialists’ and students’ practical actions analysis	Real situations from practice
Visual aids, informational technical means use	Schemes, tables, posters, diagrams and other means of visual aids, including informational technical aids Photographs and portraits albums
The use of video and electronic computer techniques	1. Industrial videoshots, videoclips 2. Video manuals, prepared by the department: schemes,

	diagrams on computers and monitors
Data comparison, results summarizing according to data, instructive environment creation at the lessons	1. Tables and diagrams 2. Fragments from films 3. Textbooks, manuals, literature, didactic handouts and others
The use of equipment in special classes, rooms, laboratories	Models, stands, turnstiles, separate details, blocks, training simulators and others
Flank approach in students’ behavior analysis at the lessons and out of them	1. Examples of good behavior 2. Facts of made mistakes

Active and interactive methods of teaching become more popular in a modern system of education. They are used in teaching people of different categories, during specialists training in different spheres, demanding the skills of effective communication (including the sphere of social tourism).

Professional experience gaining in social-juridical situations solving in the sphere of social tourism happens by means of situational-role play, which is used during the lessons of the special course “Normative-juridical culture of the specialists in the sphere of social tourism” as the leading form. The main advantage of a situational-role play use, as the means of the future specialists normative-juridical training in the sphere of social tourism, is its collective, creative character, the content of which helps to form professional individuality.

Though there was not a great volume of hours for this special course, teaching was intensive enough, oriented not only at general juridical knowledge renewal, received during other courses study, but at further development and mastering practical skills on theses use of normative-juridical acts, which regulate the activity of subjects’ legal relationship in the sphere of social tourism. Normative-juridical material was stated compactly and logically, had a system character. Main attention was paid to legislative and other normative-juridical acts analysis, which relate to legal relationships regulation, appearing in the sphere of social tourism, to decisions making and professional actions fulfillment on the basis of the legislation and normative-juridical acts demands. Because of specialists’ different professional orientation in the sphere of social tourism, personality-oriented approach was realized in education, students’ independent work organization was formed, taking into consideration self-control and self-correction.

One of the important kinds of teaching technologies during the process of normative-juridical training is a business game. Game actions are defined by a target aspect of a game. They can be formed in different ways: by a scenario, by the leaders of a game, by normative documents or by the players themselves in accordance with their own vision of the situation and the aims set. Role aims are ordered to the players by the rules of the game. The aims of the players can differ from the

general aim of a group. It is necessary to direct a student at an inner acceptance of the task in a kind of a realized necessity to solve the offered problem, to avoid existing in it contradictions, uncertainty and overcome appearing in this case difficulties of cognitive character. The content of the problem in the task makes it interesting for a student, as he faces the deficiency of his own knowledge. The role of motivation for educational task fulfillment is great.

While business games creation and organization we were guided by several principles, which provide the effectiveness of their application:

- representativeness and sufficiency of the game situation elements (the parts or components of a game should present fully enough the imitated situation in the aspect, corresponding to the aims of a business game and should include information, which helps to understand the essence of the problem and make an adequate decision);

- a modular character of a game (a complex of materials, which help to achieve one, having an applied relevance, educational aim);

- a system character of a business game use, its introduction into an educational program.

Let's consider the use of these principles in our research work. While the definite situation modeling we had to shorten information about it, to choose and demonstrate essential for making decision factors and fragments of reality.

Concerning the structure of business games, usually several simple modules are defined, each of which presents a complex of elements, which form an organizational and/ or functional unity. We determined the following modules:

- organizational modules – a player's module, which includes information necessary for a player (the whole team can be a player); the module of the game leader, characterizing the whole complex of the leader's actions;

- functional models, which imitate a separate autonomous function or a sphere of activity;

- stage modules, characterizing a complex of objectives and actions of a definite, relatively complete stage of a game.

A modular structure of a business game helped to work through its separate elements, or fragments, depending on the aims of teaching, players' interests and the tempo of material mastering by each student.

Used by us business games were based on theoretical knowledge, on students' clear notions of the activity they imitated and were a logical continuation of an educational process, proceeding to a practical behavioral closing stage.

Conclusions were made at a seminar, the aim of which was not only effectiveness estimation of a game and the players, but the definite recommendations formulation according to a practical solving of organizational problems.

An important component of the future specialists normative-juridical training content in the sphere of social tourism was the creation and introduction of two special courses "Relief-point system of Braille alphabet" and "Gesture speech", which are directed at mastering the norms and rules of behavior by the students and communication with people with limited capacities of health.

The aim of mastering the discipline "Relief-point system of Braille alphabet" is the following: to form the future specialists' in the sphere of social tourism skills and abilities of reading and writing on the basis of theoretical-practical knowledge, using a relief-point system of Braille alphabet.

The aims of mastering the discipline "Gesture speech" are the following: practical use of colloquial and special vocabulary, active use of gesture speech in everyday life and professional communication.

For personality development, in general, we used the training, directed at social- psychological adaptation level increase, communicative experience enrichment, at self-actualization, skills and abilities development of mutual understanding, cooperation, inadequate motives, mindsets, demands change, self-rating increase at new forms of behavior mastering. Training work is gaining emotional experience of cooperation with other people, teaching the processes, which happen in a group while it develops and changes, teaching the ways of self-actualization and other people perception, the strategies of adaptation to changing conditions, an effective setting life goals and their successful achievement. Training is method of developing teaching, connected with social, professional, communicative and personal adaptability increase.

Group work in combination with active forms of teaching (games, discussions, psychological gymnastics and others) has greater impact on a personality, than traditional teaching in the form of lectures and seminars, as a group has a great potential of influence, than one individual.

During "Art of business communication" and "Psychological diagnostics" lessons the students were offered different exercises for general and specific skills development, necessary for the specialists in the sphere of social tourism. For example, exercises "Presentation", "Presentation to a group of clients" are aimed at the skill development of being persuasive, skills of clients' actions on tour product presentation observation and correction (tours, excursions, hotels and others). The aim of the exercise "Different non-verbal signals demonstration and their identification" is to teach students to demonstrate correctly non-verbal means of communication and "identify" them in the situations of business communication. The exercise "Empathy development" teaches students to observe and analyze own and other people behavior. Discussing the topic "Conflict interaction", we hold a role play "A conflict" and a game exercise "Destructive behavior", where we teach to analyze own behavior and the behavior of the conflict participants, to eliminate barriers in communication. The

players are free to act, but they are to find a compromise or better collaborate.

IV. CONCLUSION

Thus, in case of a complex modern active of teaching methods use, such as trainings, seminars, consultings, coachings a maximum effect is achieved in a student's latent adaptive abilities revelation.

A normative-juridical culture of a specialist in the sphere of social tourism is understood as an integrative education. Normative-juridical training is discussed in the research work as the most important part of professional training of the specialists in the sphere of social tourism, which integrates other its parts and which is presented as a continuous controlled process of personality's normative-juridical culture formation. Normative-juridical training of a specialist in the sphere of social tourism includes the combination of the base foundation, a federal component with a higher educational establishment component, which takes into consideration the peculiarities of social-cultural situation on a definite territory. Normative-juridical training of a specialist in the sphere of social tourism is a difficult system which is characterized by a variety of structural components and character of interconnection, it is conditioned by a fundamental objectives, which should be solved at each definite stage:

- inclusion of the specialists in the sphere of social tourism into a general system of juridical education;
- interest stimulation of the future specialists in the sphere of social tourism to normative-juridical documents and processes;
- general cultural and special education development on normative-juridical basis;
- interconnection realization of social theory and practice;
- experimental research works stimulation, directed at the specialists' in the sphere of social tourism content, new methodologies and technologies of juridical education creation.

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