



Transformation of Higher Education Models in “Tourism” Training in the Environment of Dynamically Changing External Factors: Socio-philosophical Analysis

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Abstract. The article presents the results of a theoretical generalization of appeals to modeling modern tourism training as a socio-cultural phenomenon that has reached a fresh stage of advancement and design under the influence of the society's needs and external aspects. The Russian domestic tourism industry has suffered due to socio-political and economic changes in the world. There have been profound changes in the Russian tourism industry. The professional community understands the need to extend the level and prestige of professional tourism training. The effectiveness and efficiency of all socio-economic processes of the current Russian tourism industry depend on significant-quality professional education. The conversion of tourism training models is dependent on the transformation of the domestic tourism industry. A socio-philosophical evaluation of the dominant models of training in Russia highlights the most common advantages and disadvantages of each model. The author did not challenge to form a specific model of tourism training but only to consider programs for the creation of models of tourism training, considering the multiple variety of conditions and elements for their implementation.

Keywords: Model of tourism training · Transformation · Factors · New-breed employees · Implementation of the educational model · Professional training · Structure of educational programs · Educational technologies · University model · Integrated education system

1 Introduction

During the global COVID-19 pandemic (hereinafter referred to as the pandemic), the entire tourism industry entered a mode of stable uncertainty, Russian domestic tourism industry was no exception. The Government of the Russian Federation by its decree in 2020 referred the tourism industry to the most suffered sectors of the national economy. To reduce the negative impact on the tourism industry, the legislative and executive powers of Russia have taken decisions aimed at stabilizing the industry, giving priority to the development of domestic tourism.

Speaking to journalists on April 7, 2022 Russian Deputy Prime Minister Dmitry Chernyshenko said that Russian tourism enters an era of “Renaissance.” According to expert estimates, Russia has a ten-fold potential for the development of domestic tourism, and the country will strive to reach this figure, as technically it is possible.

It should be noted that the priority development of domestic tourism does not mean the exclusion of other types of tourism development. In outbound tourism there are new popular tourist destinations, which previously were overlooked - the Maldives, Tanzania, Seychelles, Cuba, Qatar, Saudi Arabia among those. The inbound tourism segment has been preserved and will continue to develop.

2 New Trends in the Development of the Domestic Tourism Industry in the Globally Unstable Environment

By the year 2022, Russian tourism will have mitigated the negative tendencies caused by the Pandemic. The subsequent processes of political and economic turbulence in the world (sanctions, border closures, visa restrictions, the creation of a negative image of Russia in most foreign media, etc.) have only increased the destructive impact on the domestic tourism industry. The exit of some of the world’s hotel brands from the Russian tourist market has had a negative effect on the industry.

The Russian tourism has faced unprecedented challenges due to a combination of heterogeneous and multidirectional external aspects. The response to the challenges of the industry was the measures taken by the Government of the Russian Federation to stabilize the market in the country, which in a short time have already given a tangible positive result [14]. The most important measure of the Russian Federation Government was the creation of a set of conditions for the sustainable development of domestic tourism.

One of the key elements in this field should be the broad and high-quality implementation of the National Project “Tourism and Hospitality Industry” aimed to expand the socio-economic role of tourism in the Russian Federation [4]. The project grants for until 2030, the significant investments in the development of the existing and the creation of a modern infrastructure of the industry in almost all tourist destinations of the country that meets the exquisite demands of consumers, shaping of tourist clusters, and tourist areas.

The amount vector of the internal project coordinates and is coherent with the bottom-line provisions of the Strategy for the Development of Tourism in the Russian Federation until 2035 and its targets for the sustainable development of domestic and inbound tourism in the Russian Federation [9].

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the industry was the measures taken by the Government of the Russian Federation to stabilize the market of tourist services in the state, which in a short time frame have already given a tangible positive result [14]. The Russian Federation Government formed a set of conditions for the sustainable development of domestic tourism.

One of the key elements in the improvement of the domestic tourism industry should be the full and high-quality implementation of the National Project “Tourism and Hospitality Industry” aimed at increasing the social and economic role of tourism in the development of the Russian Federation [3]. The project contributes for until 2030, the investment of significant investments in the development of the existing and the creation of a current framework of the industry in almost all tourist destinations of the country that meets the exquisite demands of consumers, shaping of tourist clusters, and visitor areas.

The output vector of the national project is coordinated and consistent with the core provisions of the Strategy for the Development of Tourism in the Russian Federation until 2035 and its targets for the sustainable development of domestic and inbound tourism in the Russian Federation [9].

The domestic tourism industry will become qualitatively different in the next five to seven years. The Russian tourism is a competitive player in the global tourism industry.

Development of the industry, implementation of large-scale infrastructure projects, formation of tourist areas will cause an influx of human resources. The project will increase the number of employees in the tourism industry from 2.5 million to 4.7 million. The industry has a number of professionally trained staff under the age of 35. Should be at least 3.7 million people (2.6 million - in 2022) [3].

The training of personnel in the tourism industry is a challenge because of quantitative and qualitative changes.

Several problems will have to be solved by the tourism industry institutions.

The growth of quantitative indicators of trained staff is the first. We would like to underline that it will be quite difficult to achieve them, since tourism qualifications are not a priority when enrollees choose areas of study. The cost of education is comparable to popular areas of study and the amount of allocated state-funded places is tiny. However, by investing quite significant financial resources in their education, the graduate receives job offers from the tourism enterprises at a relatively low level of wages, in comparison with many other industries. Some universities in Moscow, St. Petersburg and other regions of the country that implement educational programs for tourism are already experiencing certain difficulties in recruiting for these qualifications.

Changes in the requirements for the level of quality characteristics of graduates are the second problem. Students with a high level of basic training should be considered for tourism qualifications. The annual monitoring of the quality of admission to universities conducted by the National Research University Higher School of Economics shows that enrollees entering the tourism training field have relatively low scores in the Unified State Examination, from 180 to 220 points [12].

The third problem, from the point of view of its solution, according to our assessment, seems to be one of the most difficult - overcoming in the public mind the low, in comparison with some other professions, the prestige of the tourism industry qualifications.

We relate the fourth problem to the third - the need to form the image of tourism enterprises in a short time frame as sustainable and promising business structures. The solution of these two intertwined tasks is a necessary but not sufficient condition for the institutions of the tourism industry to fulfill training of new-breed employees.

Another factor that will cause transitions in the educational activities of tourism institutions is the transformation of the Russian higher education system announced by the Ministry of Science and Higher Education of the Russian Federation: the rejection of the Bologna system and the creation of its national training system.

Undoubtedly, we have a definite modernization of the staff training system for the internal tourism industry and its key tool ahead of us - models of tourism training. It will be very hard for specialized universities to cope with the challenges they face without this obstacle being solved.

3 Current Models of Higher Professional Tourism Training

Modeling tourism vocational education is a method of systematic research that can be used to solve management goals. In the training of future professionals in the tourism industry, modeling has two aspects: creating as content that students must obtain, and modeling as an educational process, a means without which full-fledged learning is impossible [13].

Modeling the educational system, laying in it a variety of elements, their interconnections, alternative ways of improving the education, it is essential to choose what principle will serve as the foundation for the self-organization of the policy of personal and professional development.

There are several comprehensive models of universities [1].

Among them:

- World class universities.

Such a model is exemplary for a large, successful, and modern university: with its service, the country builds the so-called “knowledge economy”. There are no examples of institutions with an exclusive tourism profile in Russia. However, some domestic universities with a worldwide reputation and wide universal recognition, which can rightfully be attributed to world-class universities, successfully implement training programs for tourism industry specialists (Moscow State University after M.V. Lomonosov, Peoples’ Friendship University of Russia, National Research University Higher School of Economics, etc.).

- Mass model.

This is a model for the mass consumers of higher education. This type of university implements prestigious qualifications, ensuring the demand for graduates in the local labor market and in the local economy. A good social infrastructure is important for students in this model of university. This model is common for tourism universities.

- Model of network interaction.

The ability to cooperate in the international market is one of the key features of a modern university. The “massification” and customer orientation of higher education have led to serious competition among universities, and the globalization of education has become the basis for the formation of strategic alliances between several universities both within the country and abroad [6].

Currently, we observe how universities are strengthening cooperation, and alliances are being formed that help them occupy leading positions in the global educational services market.

The university model of network interaction seems to be very relevant under these conditions. A key element of the model is the synergy of several schools, in which each of them offers its partners its strongest side. Practice shows that such a model is very effective and gives a high-quality result. The model of net interaction with foreign partner universities is important for the universities of the tourism industry. Given the specifics of the industry, in which graduates of tourism universities widely practice international contacts and cross-cultural communications in their professional activities, networking with foreign universities is a very useful and valuable resource in achieving academic goals.

We should note that the network model of education involves the acquisition of a new cultural experience; in its mere content, it is humanitarian, regardless of the field of training chosen by the student.

- Model with entrance filter.

It enforces the university model with an entrance filter in Russia by some leading universities that may administer their local entrance examinations. For universities in France, this model is classic.

The most ordinary university is what we are talking about. Having recruited strong, motivated scholars based on the results of entrance examinations, the university is strong with its students - it encourages them, i.e., strong students, to rely on their own intellectual potential in their professional training.

It seems to be a very effective model that allows the tourism university not to recruit, but select its future students who are highly motivated, have a sufficient educational background, which allows them to master higher education programs successfully. They laid the groundwork for the quality training of future graduates at this stage of selection.

The comprehensive models of building a higher educational organization may have significant differences according to several criteria [2]:

1. The First is by the Type of the Orientation of the University Educational Process:
2. Research model

The content of the model is to i's research activities with professional ones.

It is a very potent and encouraging model for a modern university. This model does not seem to be a priority for the tourism industry, as it belongs to industries with a relatively low knowledge intensity.

- Humanitarian model

Activities related to the generalization, preservation, and transmission of the cultural experience of humanity are what the model is about [15]. This model allows you to display the deep foundations of professional ethics and teach the student how to evaluate the usefulness of his/her professional and managerial decision. Implementing an academic model with such a criterion can organically fit the competence-based model of training a tourism industry specialist and will allow shaping the image of a professional, affected by the demands of business and society.

2. The Second is by the Type of Social Order:

3. University – enterprise

The model concentrates on the training of the specialists in the current situation, which is formed under the influence of the market, supply and demand. This model is fully consistent with the trends in the industry's development and the challenges facing it. It is presented as one of the leading educational models for the tourism industry.

- University – society

The model focuses on fundamental research, which is determined by social needs (economic, political, social, etc.). It is acceptable at the level of master's training for highly qualified personnel.

3. The Third is by the Nature of Existence and Organization:

4. Innovative model

Based on the university, various innovative structures are being created: technological clusters, incubators; innovative educational-scientific and production-financial complexes.

Such a model assumes a mechanism for the interaction of science, education, and production, in which the university acts as a system-forming element, and contracts of various legal forces serve as a way of communication with other elements. Meanwhile, a link “university - enterprise - industry - territory” is created. It can serve as a prototype of a promising model for many tourism universities.

- Traditional model

It is a model in which the interaction between the university and enterprises is limited to the financing of a student's education by these enterprises and an internship of work. Fragments of such a model are already being implemented in some tourism universities. It seems to be one of the most acceptable models of tourism education in the future.

It should be noted that all models can be combined into two: modern and traditional. Of course, in the modern model, processes of an innovative type should take place (integration both with the leading enterprises of the region at many levels, from educational to research and integration into leading state and social processes, etc.).

4 The Main Aspects of Transformation of Higher Education Models in Tourism

Tourism vocational education as a socio-cultural phenomenon has gone through a difficult path of development and formation under the influence of the needs of society, since it has always performed crucial social functions. There is an understanding of the need to increase the prestige of tourism professional education in both society and the industry.

In the professional community, there is a sustainable understanding of the close affinity and dependence of the results of business processes in the tourism industry on the level of quality of training and qualifications of specialists involved in the organization and implementing these processes. Obviously, in modern conditions, the timely creation and implementation of effective models of tourism education will play a decisive role in the tourism's success in business.

In this regard, it seems appropriate in the shortest possible time for tourism management, together with the relevant business community, to determine the agreed initial parameters for modernizing the training system and creating educational models.

A survey of the rectors of Russian universities, conducted by the Ministry of Education and Science of the Russian Federation in 2021 based on the results of exercising during the pandemic revealed that one of the serious problems was the dull readiness of teachers for changes and work in the digital environment. This problem is fully inherent in the universities of the tourism industry. The reluctance of a part of teachers to use modern educational technologies, new pedagogical practices, and e-learning significantly limits the possibility of a qualitative transformation of education models.

Amid transforming the models of tourism education, it should be borne in mind that developing the competencies of teachers, as a key link in the training of new-breed employees, will be of decisive importance. Without solving this problem, it is naïve to expect that we will form effective models of tourism education and universities will provide training adequate for the needs of the industry. It seems appropriate to include as a separate paragraph in the programs for the development of universities in the tourism industry dealing with improving the quality of scientific and pedagogical staff.

It should be noted that a certain part of the teachers has both rich academic, scientific and research experience, as well as experience in the named industry. By integrating these qualities with modern educational technologies and practices, we can get a powerful resource to fulfill the main task - to train high-quality personnel in the tourism industry.

A joint study by HSE researchers with their colleagues from Stanford and Berkeley on the effectiveness of different forms of learning showed that a correctly applied blended learning format can be just as effective as a traditional form.

Universities in the tourism industry within the dynamically changing external factors have accumulated some positive experience in implementing educational programs. This experience confirms that a blended model, based on a combination of face-to-face and online formats, is becoming an effective model of educational activity. However, such a model is effective only where teachers master new technical means and new professional settings. Here, we are talking about their readiness for regular updating of the content of educational programs, their maintenance and harmonization with industry development trends.

According to the researchers, in the modern world, the “life cycle” of knowledge and skills is very short. On this measure, the tourism industry is one of the leaders. On average, methods, forms, and working technologies with consumers of tourist products are updating rapidly.

In the conditions of wide availability of a huge array of information, research, educational and other resources in the Internet sources for students, regular updating and maintaining of educational materials is no longer sufficient.

In a promising educational model, the use of active, practice-oriented learning strategies with the acquisition of fundamental knowledge, optimizing the number of passive interaction formats, should be balanced.

The model of mass training of specialists with standardized competencies shows inefficiency in the modern tourism industry. Many tourism universities do not have the necessary resources for significant changes in educational models, since such transformations are associated with serious administrative costs, and therefore are rarely implemented.

As a result, standardized, rapidly outdated educational programs that are closed to external students dominate Russian higher tourism education.

Customization of the offer, creation of a product at the request of a particular person should become a characteristic trend not only for the tourism business but also for tourism education [8]. Modern models of tourism education should make sure the training of specialists is based on project-based thinking. The student needs to be taught how to build communications, understand the skills of project work, and have entrepreneurial competencies.

The second trend, which seems crucial in developing models of tourism education, is the processes of transition to a modular system of education and organization of access to individual modules of external students. Training courses should comprise short-term educational modules and intensives, which will ensure the synchronization of curricula with partner universities, attract leading teachers from other universities and representatives of the tourism industry for their implementation. Tourism universities will be able to attract external students who wish to gain additional competencies with the modular education system. Thanks to this, tourism universities will be able to satisfy the demand for training from a significant number of people, including those left without work because of optimization processes at industry enterprises. This approach gives tourism industry universities an incentive to improve the relevance and quality of their courses and allows to realize the concept of “lifelong learning” fully.

The development of modern digital technologies requires an organic transition from the traditional tourism education system to an integrated learning model using electronic environments and resources (MOOCs, blended learning technologies, etc.). According to [11], the direct competition between tourism universities and the MOOC may not be in favor of universities. For less money, online courses give students the chance to choose the courses and gain knowledge in a short period. Another privilege is the fact that online learning gives a sense of freedom and control over the process of one’s development, which is one of the key motivators in obtaining the desired result. Tourism universities should include in the educational process the possibility of integrating MOOC with the curriculum. The experience shows that the integrated learning model increases the

motivation of students and forms their ability to learn. The presence of such advanced technological solutions at the university as online education, blended and mobile learning is, in fact, a key factor in the success of a tourism university. The low quality of the tourism education model is due to the lack of an effective strategy for integrating these approaches. Monitoring the impact of educational technologies on learning results will show how effective each model is.

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The current model of tourism education should include flexible programs and curricula focused on the choice of the content of education, mastered through both a variety of internal elective courses, and external, outside the educational resources of a particular university, and online courses.

The personalization of education will allow students to receive personalized sets of competencies demanded by the industry.

It seems necessary to base the results of expert analysis on this model. At the first stage, experts identify groups of educational programs that will be competitive, and then identify technologies that have the greatest potential for implementing the model.

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Thus, based on the traditions, history, culture of the leading domestic universities, considering the advantages and disadvantages of each model, projecting modern innovative technologies of the tourism industry into the educational model of the tourism university, we will be able to design an adaptive model of education that provides training of a specialist adequate to the needs of the industry.

5 Conclusion

The conducted analysis of the models in Russian educational practice allows formulating several general elements, which the created (transformed) model of tourism education should contain.

The model should be based on programmed learning, which provides direct management of cognitive activity, operative control over assimilation of knowledge and practical skills of a student in solving educational tasks. It seems important in the content part of the model to have problem-based learning, built on the creation of problem situations in tourism industry, and search for students' independent solutions. The value and effectiveness of educational models will be largely determined by the presence in them of innovative learning, providing joint productive and creative activities of the teacher and students, as well as advanced learning, assuming the advanced nature of the content and education of management personnel.

All models of tourism education must be flexible enough to be able to update the content and technologies of education in a timely manner, to ensure the humanization and humanitarization of education.

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