INTERACTIVE TEACHING METHODS AS THE MEANS OF TOURISM BACHELOR STUDENTS' PREPARATION FOR THEIR PROFESSIONAL INTERACTION WITH TOURISM SERVICE CONSUMERS

ІНТЕРАКТИВНІ МЕТОДИ НАВЧАННЯ ЯК ЗАСОБИ ПІДГОТОВКИ БАКАЛАВРІВ ІЗ ТУРИЗМУ ДО ПРОФЕСІЙНОЇ ВЗАЄМОДІЇ ЗІ СПОЖИВАЧАМИ ТУРИСТИЧНИХ ПОСЛУГ

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The article analyzes the peculiarities of tourism bachelor students' preparation for their professional interaction with the target customers by the means of interactive teaching methods. The effectiveness of the use of basic interactive teaching methods (discussions, business games, round tables, brainstorming, project's method and case method) and the purpose of their application are determined, practical implementation is described and the results are predicted. The results of teachers' questionnaire and interviews with them concerning interactive methods of teaching application are presented. It is emphasized that the combination of interactive methods and their integration may vary depending on the modern technologies used, the development of tourism business and management, educational reforms, etc.
Key words: *interactive teaching methods, tourism bachelor students, professional preparation, professional interaction, tourism service consumers.*

У статті проаналізовано особливості підготовки бакалаврів із туризму до професійної взаємодії із клієнтами засобами інтерактивних методів навчання. Визначено ефективність використання основних інтерактивних методів навчання: дискусій, ділових ігор, круглих столів, методу «мозкового штурму», методу проектів та кейс-методу, цілі їх застосування, описано практичну реалізацію та спрогнозовано результат. Наведено підсумки анкетування викладачів та бесіди з ними щодо застосування інтерактивних методів навчання. Підкреслено, що сукупність інтерактивних методів та їх поєднання може змінюватися залежно від запровадження новітніх технологій, розвитку туристичного бізнесу та менеджменту, освітніх реформ тощо.
Ключові слова: *інтерактивні методи навчання, бакалавр із туризму, професійна підготовка, професійна взаємодія, споживачі туристичних послуг.*

В статье проанализированы особенности подготовки бакалавров туризма к профессиональному взаимодействию с клиентами средствами интерактивных методов обучения. Определена эффективность использования основных интерактивных методов обучения: дискуссий, деловых игр, круглых столов, метода «мозгового штурма», метода проектов и кейс-метода, цели их применения, описаны практическая реализация и прогнозируемый результат. Представлены итоги анкетирования преподавателей и беседы с ними по вопросу применения интерактивных методов обучения. Подчеркнуто, что совокупность интерактивных методов и их сочетание может меняться в зависимости от внедрения новейших технологий, развития туристического бизнеса и менеджмента, образовательных реформ и т. п.
Ключевые слова: *интерактивные методы обучения, бакалавр туризма, профессиональная подготовка, профессиональное взаимодействие, потребители туристических услуг.*

Statement of the problem. The changes taking place in the system of higher education due to the process of Ukrainian integration in the European Community produce continuous improvement of the professional preparation of tourism bachelor students, their competitiveness on the national and international labor markets, the key indicator of which is the effective professional interaction with tourism service consumers. An effective means of developing skills of such interaction is interactive teaching methods. The relevance of the issue of the interactive methods' implementation is caused by the gap between theoretical and practical training that needs to be bridged.

Analysis of relevant research. Theoretical aspects and ways of tourism education improvement are highlighted in the researches by A. Vindiuk, M. Malska, L. Knodel, V. Lozovetska, L. Sakun, T. Sokol, V. Fedorchenko, H. Tsekhmistrova, G. Shchuka, V. Oboznyi and others. Problems of the educational process organization in the institutions of tourism are disclosed in the works of O. Bahlai, I. Zakordonets, T. Zubekhina, O. Liubitseva, M. Malska, N. Fomenko, H. Tsekhmistrova and others. However, the issue of the effective application of training interactive methods in the professional preparation of tourism bachelor students for their professional interaction with customers currently is not studied thoroughly.

The aim of the article is to provide a theoretical analysis of the tourism bachelors' preparion for their professional interaction with clients by means of interactive teaching methods and to present the results of the teachers' questionnaires regarding the problem.

Presentation of the results. Modernization of higher education should be aimed at providing scientifically grounded changes in the preparation of tourism bachelors, taking into account domestic and foreign experience, the search for the new methods and forms of training and education of highly qualified professionals. Currently, tourism bachelors must have a deep understanding of the role of professional interaction in the business, scientific and professional

spheres, and within the coordination of professional dialogic communication; be able to freely hold professional dialogue with clients; muster methods of conducting an unprepared professionally directed dialogue, supporting their own statements and ideas.

The use of interactive teaching methods is widely used in the future tourism employees' preparation. According to L. Vyhotskyi, interactive methods are based on dialogical communication between the teacher and the students and the students themselves. Communicative abilities, the ability to solve problems collectively, and, most importantly, to develop the language of students are reinforced in the process of dialogue [2, p. 30].

A. Smolkin defines "interactive methods of teaching" as the means of activation of students' educational and cognitive activity which induces them to active mental and practical activity in the process of practicing the material when not only the teacher is an active participant, but so do the students [12, p. 30].

Concerning the essence of the concept of "interactive teaching methods", the scholars have different points of views, understanding them as methods based on the interaction of those who learn from each other [3]; "pedagogical interaction with a high level of active communication of its participants, <…> exchange of activities, change and variety of their types, forms and methods, purposeful reflection by the participants in their activities and interaction" [7, p. 19]; the process of active cognition based on interaction, dialogue of equal subjects – the teacher and students, in case of a common goal of learning presence, intended result, taking into concideration the subjective experience of each student, occurring in psychologically comfortable conditions as well as in the atmosphere of mutual support, co-creation and cooperation [10].

Interactive methods are based on the students' interaction, with their environment, learning environment, the psychology of human relationships and interaction, and they are understood as a common process of perception, where knowledge is acquired in the collaborative activity through the dialogue and polylogue [13].

Since the development is an internal and personal process regulated by the student (self-development), the main function of the teacher in interactive learning is to create the optimal conditions for the student's self-development, as well as to develop his/her personality, subjectivity, and correcting this process, "for the purpose of a person's development – a subject of their own strategy of life" [7, p. 35].

Implementation of interactive methods in the educational process provides simulation of multilateral communication which involves taking into account thoughts, points of views, interaction participants' ideas. Students are given the opportunity to analyze a wide range of professional issues that are studied;

to actualize their needs for self-realization and to feel as effective participants in the educational process; to give each participant a unique chance to make a contribution to common goals, are irreplaceable for the success of the whole group. The advantages of interactive teaching methods are that they allow each participant to have their own points of views on solving a problem that may have several ways of coping with it; "students are involved in collective creative activity, meaningful communication and interaction, division of labor among the group members; mutual learning and mutual control are carried out" [1, p. 13].

Thoughtful usage of a variety of interactive teaching methods during the learning process organization in higher school institutions, their harmonious combination with the other active and traditional didactic methods, according to M. Perets, O. Pometun, "removes nervous tension, allows a student to change the "usual" forms of activity, focus on the major problems which require continuous attention" [9, p. 58–59].

The implementation of interactive teaching methods in the learning process is based on the following principles of interaction: multilateral communication; students' interaction and mutual learning; joint educational activity with the appropriate changes of the roles and functions of students and teachers.

At the same time, the patterns of the use of interactive learning technologies are elaborated in detail by O. Sichkaruk: deepening the motivation of learning, the gradual introduction of interactive methods into the learning process (from simple to the most complex), interactive methods should be used in combination with the other methods of knowledge formation, with active and independent work of students, the use of interactive methods should create a certain system, a technology that has adequate logic of implementation, an algorithm for increasing complexity; the principle of the relevance of knowledge and their connection with the modern socio-economic life of the country and the world; effective implementation of interactive technologies directly depends on the teacher's professionalism; the presence of partnership relations between the teacher and students, the absence of an authoritarian imposition of teacher's opinion [11, p. 21].

N. Zakordonets evaluated the feasibility of introducing practically oriented teaching technologies in the preparation program of future tourism employees. They are: team work, proximity to real experience with the help of role-plays created on the basic features of tourism companies; ensuring the organization of professional training, based on the joint activity of educational institutions and enterprises of the tourism industry using the means of the dual system; students' participation in internship programs abroad, transnational and international projects; improvement of professional skills at the workplace; an increase

in the extracurricular components of educational programs that will facilitate the educational process personalization; enreaching professional competence in the field of foreign languages through bilingual teaching of business disciplines; providing higher university autonomy concerning the desighn of educational and professional training programs; transformation of the preparation content; diversification of directions and specialties within the tourism sphere [5, p. 143].

The above mentioned allows us to consider *interactive methods of teaching in tourism as a system of ways of knowledge realization in the process of formation of certain skills and skills of tourism professionals using active interaction, multilateral communication, cooperation between students and teachers which ensures the achievement of the proper level of learning, active perception, self-realization and students' self-development.*

Consequently, such technologies require a high level of interaction. It should be also mentioned that achieving the proper result in the process of tourism bachelor students' preparation is not possible without the use of professionally-oriented discussions, business games, which deal with the relevant and interesting questions for students, role-play games that enable students to practice roles that may be needed in future tourism work.

The analysis of scientific literature has shown that in the last decade the problems of using interactive teaching methods, identifying their possibilities for communicative preparation of tourism bachelors have attracted the attention of many scholars and teachers of higher educational institutions.

The effectiveness of preparing future employees for professional interaction is of a particular importance in the tourism students preparation process since the professional interaction with tourist service customers is a major component of their future professional activities.

We would like to note that under the notion of *"professional interaction with tourist service consumers"* we mean a purposeful dynamic process of direct or indirect influence on people who intend to order, order or use separate or complex services of the tourism industry subjects [4, p. 25].

While teaching subjects, a teacher needs to create the special environment in which the use of interactive teaching methods is ensured. In the process of tourism bachelors' prepararion for their professional interaction with tourism service consumers, mostly were used discussions, business games, round tables, "brainstorming", the method of projects, case method, etc.

The *discussion* is the interaction between the teacher and students, the free exchange of thoughts, ideas and points of views on the issues under investigation. It enlivens the educational process, activates the cognitive activity of the audience and, most impor-

tantly, allows the teacher to manage the collective opinion of the group, using it in order to persuade, change negative attitudes and incorrect thoughts of some students. For example, the discussion on "Personality qualities that are important for effective professional interaction with travel service consumers" (Table 1).

Business game is a simulation of real activity in a specially created problematic situation. Its elements are reality design, conflict situation, activity of participants, suitable psychological climate, and professional interaction used to find the solution of problems made up at the beginning of the game. The use of business games during the studying process allows students to make decisions in the context of artificially created conflict situations, defend their points of view, develop teamwork skills and among the team members of the game, and receive the results within a rather limited period of time. For example, the business game "Organization of effective professional interaction in the tourism industry" (Table 1).

Round table – a method of conducting a lesson that enables tourism students bachelor to be able to express their thoughts, justify their point of view, substantiate the proposed solutions and support their beliefs. At the same time, there is the consolidation of available information and independent work skills with additional material, as well as revealing gaps in theoretical knowledge, which raises the questions for discussion. For example, the theme of the round table "Conflict and stressful situations in the field of tourism" (Table 1).

Brainstorming is an effective method of collective discussion, finding solutions in the process of group sharing their opinions without criticism. It gives the opportunity to speak for a large number of students during the short period of time, which is a prerequisite for coming up with an optimal solution. The method of brainstorming is aimed at developing students' ability to generate new extraordinary ideas of positive interaction with clients. For example, brainstorming on the topic "Conflict is <…>" (Table 1).

The *projects method* is a set of methods and means of learning that involves acquiring knowledge through planning and implementation of practical tasks (projects) that are gradually becoming more complex. The basis of the method is the development of cognitive skills of students, the ability to independently construct their knowledge, navigate through the informational space, and think critically. The method of projects develops in tourism students studying, technological and informational competencies, and creativity; stimulates intellectual activity, develops communicative skills, helps to establish interpersonal relations and master group work skills. For example, the theme of the project "Weekend Tour: Tourism Day" (Table 1).

Case-study is a method of analysis of specific situations, which enables the learning process to

Table 1

Interactive methods of teaching for tourism bachelors' training

| Name	The goal	Practical realization	The result
discussions	theoretical substantiation of points of views on the profession's peculiarities	discussion "Personality qualities that are important for effective professional interaction with travel service consumers"	develops the skills of public speaking, justification and support their own point of view on a given issue
business games	simulation of real activity in a specially created problematic situation	business game "Organization of effective professional interaction in the tourism industry"	the ability to make decisions in the conditions of artificially created conflict situations, to defend their point of view, to develop collectivism and team member skills
brainstorming	collective discussion and decision-making in the process of sharing the ideas within the group	brainstorming "Conflict is <…>"	develops students' ability to generate new extraordinary ideas of positive interaction with clients.
round tables	forming an idea of the problems' peculiarities in the field	round table "Conflict and stressfull situations in the in the field of tourism"	working on the "receipes" how to prevent and deal with the problematic issues
case-study	analysis of specific situations which enables the learning process to become more practical	case "The professionals in the field of tourism – who are they?"; case "Compromise with the client"	development of students' thinking flexibility, adaptability to any situations in tourism, initiative, independence in decision-making and, at the same time, ability to work in a team, creative approach to solving problems of professional interaction
projects method	a system of training in which students acquire knowledge through projects' planning and implementation with the obligatory presentation of the results	project 'Weekend Tour: Tourism Day', project "Negotiations as a form of business communication in the field of tourism"	forms a positive motivation for professional interaction, reduces the number of diffident students, ensures high efficiency of forming the tourism bachelors' readiness for their professional interaction with tourist service consumers

become more practical for future tourism students, and involves studying a variety of stiatuations related to the production, management and other real situations, serious conflicts, problematic situations, accidents that may occur during the professional activities of tourism industry employees. Case-study helps to enhance the ability to spot the issues and make effective decisions concerning the interaction with customers. In addition, this method teaches students to analyze and desighn algorithms of actions, which, in their turn, motivate employees to act properly in real life working situations. For example, the topic of the case is "Compromise with the client" (Table 1).

Implementation of game techniques in the educational process will facilitate the realization of 1) the reasonable combination of general, group and individual forms of organization of the educational process in higher education institutions; 2) rational application of modern methods and means of training at different stages of professional preparation; 3) emotionality and effectiveness of pedagogical technologies usage.

Nowadays such methods of teaching as discussions, business games, round tables, brainstorming, method of projects and case-study are leading ones s they enable active student's creative work, creating conditions for increased motivation and emotionality, developing critical thinking, since they ensure more efficient and effective prepare preparation of tourism bachelors for their professional interaction with tourist service consumers.

Thus, the use of interactive teaching methods helps to improve the educational and studying process in order to prepare a highly qualified professional in the field of tourism, a person with an innovative way of thinking, a competitive employee who is able to make the right decisions, who owns such characteristics as mobility, creativity, leadership, teamwork, etc.
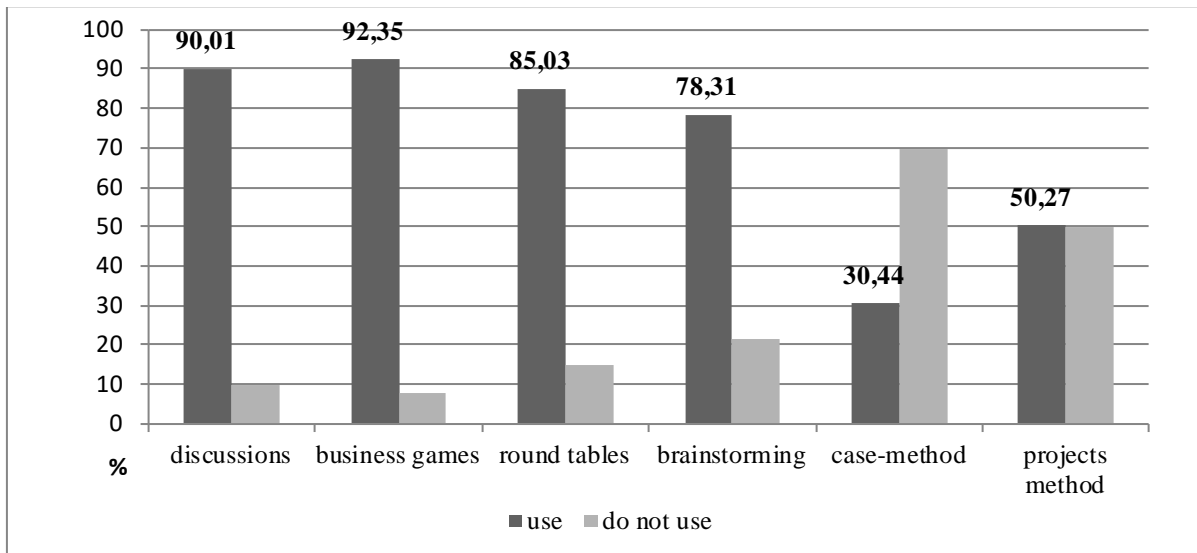
Fig. 1. Results of teachers' questionnaires on the use of interactive methods in order to improve the level of tourism bachelors' preparation for their professional interaction with tourist service consumers (%)

In order to identify the rate of interactive teaching methods usage during the preparation of tourism bachelors for their professional interaction with tourist service consumers, we conducted a survey among teachers of higher education institutions: Ternopil Volodymyr Hnatiuk National Pedagogical University, Lesya Ukrainka Eastern European National University, Kyiv University of Tourism, Economics and Law, International University of Economics and Humanities named after academician Stepan Demianchuk, Classic Private University, Academy of Recreational Technologies and Law.

The questionnaires included questions about the use of discussions, business games, round tables, brainstorming, projects method and case-study during the studying process.

The questionnaire analysis shows that among 85 surveyed teachers, the majority (90,01%) use discussions at classes to prepare students for their professional interaction with clients; 9,90% of respondents do not use these methods.

The analysis of the teachers' answers to the question "Do you practice business games during the process of tourism bachelors" preparation for their professional interaction with clients?" showed that 92,35% of teachers answered "Yes"; 7,65% – "No".

The findings of the questionnaire proved that 85,03% of teachers use round table method during the tourism bachelors' preparation for their professional interaction and 14,97% of respondents do not use.

According to the survey, 78,31% of teachers use the method of brainstorming during the tourism bachelors' preparation for their professional interaction with tourism service consumers when 21,69% – don't.

Teachers' responses about the use of case-method during the tourism bachelors' preparation for their professional interaction with tourism service consumers showed that only 30.44% of them apply this method and 69,56% – don't.

The responses of teachers about the use of the projects method during the tourism bachelors' preparation for their professional interaction with tourism service consumers elicit the following: 50,27% of teachers – do and 49,73% – don't.

Thus, the teacher questionnaires' results enabled to establish that top popular interacative method used to increase the level of tourism bachelors' readiness for their professional interaction with tourist service consumers are business games (92,35% of teachers use them) and discussions (90,01% of teachers use them) The least popular is case-method as it is used by only 30,44% of teachers (Fig. 1).

At the same time, teachers of higher education institutions noted that the use of interactive teaching methods allowed students to improve their practical skills through the achievement of professional tasks that transferred the students to the real conditions of tourism activities. Mastering communicative strategies is aimed at tourism bachelors' understanding of a role of their professional interaction with tourism service consumers, promotes the professional development of their personality and the implementation of effective tourism interaction with customers.

The major benefits of using interactive methods were outlined: simultaneous combination of individual and collective activities, teamwork, the possibility of self-realization; realization of age needs in independent and practical activity; evaluation of results, their social significance; opportunity to see the results of their activities; the possibility of modern technologies application both by teachers and students; use of the World Wide Web; result-oriented approach; the possibility of real interdisciplinary integration; new opportunities for informal control over the level of students' achievements, etc.

However, the respondents share the opinion that the use of interactive teaching methods means taking into consideration these requirements:

– interactive interaction requires a certain change in the work organization of the academic group, a significant amount of time to prepare both for students and teachers. It is advisable to begin with the gradual "inclusion" of individual elements of interaction, sparing the time for students' psychological adaptation;

– it is necessary to conduct a pre-orientation session with students and to work with them on rules during the studying process, to prepare them for the diligent preparation for their interactive lessons;

– the use of interactive teaching is not the final result, but a means to achieve such a psychological atmosphere in the academic group which best fosters cooperation, understanding, and benevolence, provides an opportunity to effectively implement the principles of personality-oriented learning;

– suitable selection of interactive technologies in accordance with the purpose, tasks, and content of the class so that they are a peculiar mechanism for assimilation and memorization of the material;

– while using interactive technologies the emphasis is made on the content-procedural aspect of role plays, its analysis (debriefing);

– in order to control the process and the result of the use of interactive technology, the teacher must have comprehensive knowledge of a specific topic, within the scope of which the technology is used; emphasise the importance of additional information (background) in relation to the main information (object) in the content of the lesson and the method of using interactive teaching in the context of their learning; think over and plan lessons leaving the possibility to check and evaluate student's performance; plan and use interactive technologies, constantly motivating students to study, combining the possibilities of internal and external motivation as means of attracting attention during the classes, development of cognitive interest, autonomy, student's creative activity, developing their responsibility, etc.;

– if the use of an interactive model in a particular case results in poor results, you need to review if the strategy is appropriate and be careful about its usage [8, p. 212–213].

Consequently, interactive teaching methods enable the formation of tourism bachelors' readiness to their professional interaction, namely: the ability to adjust to work in groups, express their thoughts logically and clear, come up with their own ideas and help to shape other students' thoughts and the topics of projects, predict the consequences of the made decisions; the ability to establish personal contacts, exchange information, effectively manage the activities and time; readiness to take responsibility for the group's work, make non-standard decisions.

Conclussions. Drawing the conclusion, we would like to mention that the introduction of interactive teaching methods is one of the important areas to be improved in the tourism bachelors' program and a prerequisite for the skills' formation for effective professional interaction with tourism service consumers. The use of interactive teaching methods during the tourism bachelors' preparation in higher educational institutions increases the level of motivation and self-realization of the student, develops creative and communicative skills, forming a successful professional in the tourism industry. At the same time, it should be borne in mind that a set of interactive methods and their combination should be an open mobile system that will actively respond to relevant changes in other systems (exploring and introducing new pedagogical and information technologies, development of tourism business, educational reforms, etc.).

Further research is required to study the design of information and technology support and the expansion of interactive tools for tourism bachelors' preparation for their professional interaction with customers.

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