

System approach in the organization of professional training of bachelors of tourism

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Abstract—In this article the process of professional training of bachelors of tourism is analyzed on the basis of the system approach. Based on the provisions of the theory of social systems the social and pedagogical phenomenon of extracurricular activities in higher education has been studied, which is viewed as a social system within which the professional formation of a bachelor is carried out in the process of mastering social roles by mastering various types and forms of activity in their free time. From the perspective of an integrated approach, principles of practical orientation and systemic character, the system-forming role of extracurricular activities in the process of improvement of quality of vocational training of students is determined.

Keywords—social system, social role, vocational education, quality of vocational training, extracurricular activities, research work, professional orientation, social partnership

I. INTRODUCTION

The continuity of generations is ensured by the participation of people in socially useful work related to activities in a particular profession. Formation of a person's readiness for professional self-realization and self-improvement is an important pedagogical function of society. The works of philosophers, teachers and historians are dedicated to the formation of man in life and his profession. In the opinion of P.I. Pidkasistoy, pedagogical support of the professional existence of man is a complex pedagogical problem today [1].

E.M. Korotkov, classifying education on social and practical significance into three categories, i.e. special, professional, and synergetic, determines vocational education as the highest level of special education. The

main features of which are the depth of knowledge in the field of professional activity, the ability and motivation for continuing education, including self-education, the ability to predict, self-assertion based on the knowledge of one's abilities [2].

The pursuit of modern professional education to give the graduate not so much the amount of knowledge as the set of competencies that provide readiness to act in a dynamically changing economic environment, to a critical interpretation of socio-economic processes, it makes serious demands on ensuring the quality of professional training of specialists.

The professional training of specialists is interpreted in a narrow and in a broad sense by researchers dealing with the problems of vocational education.

In the narrow sense, the professional training of a specialist is understood as a set of special knowledge, skills and abilities that allow you to perform work in a certain field of activity. According to E.M. Korotkov, vocational training is the basis for the formation of professional consciousness, which characterizes many aspects of the social behavior of the individual - from goals and values to realizing the results of activities according to the criteria of reality and the future. He allocated three levels of training, conditioned by three levels of knowledge:

- the first level (mastering the subject at the level of a common understanding of its main provisions) - the formation of a professional outlook, which is the main for the assimilation of other disciplines, the system of knowledge;

- the second level (acquiring in-depth knowledge of the subject, the formation of the ability to transform knowledge into various areas of cognition and practical activity) - mastering the fundamental disciplines of special and general professional training, the use of technology, methodology, information, etc. ;

- the third level (the formation of a stable professional consciousness reflecting the ability to work effectively) - development of the ability for effective professional activity: design, operation and use of resources, consideration of objective factors, etc. [3].

In our study, we use the broader concept of "vocational training", which unites three of these levels, and we understand it as a kind of social and cultural activities and activity orientated method of individualization of the subject and its modes of interaction with others [4].

II. METHODS

Complexities, multifacetedness, integrity of professional education allow us to consider it as a system. At the same time, it is necessary to take into account that the educational system is "a system of activities and relationships that are formed within it, created by people and existing not separately from them, but realized by them and through them" [5].

According to Article 10 of the Law on Education in the Russian Federation [6], the education system in the Russian Federation is a set of federal state educational standards and requirements, organizations that carry out educational activities, state bodies and state and municipal authorities of the subjects of the Russian Federation responsible for public administration in the field of education; association of legal entities, employers and their associations, public associations carrying out activity and quality assessment in the field of education.

In science, a systemic approach that was formed and became widespread in the twentieth century is a method that allows analyzing objects that have many interrelated elements, united by a commonness of functions and purpose, unity of management and functioning.

Researchers of the system (R. Merton, T. Parsons, PA Sorokin and others) formulated the principles of the system approach:

- Integrity, allowing to view the system as a single entity and, at the same time, as a subsystem of other systems;

- the presence of many elements located on the basis of hierarchical subordination;

- structuring, allowing to analyze the elements of the system and their interrelations within the framework of a specific organizational structure;

- plurality, allowing the use of multiple cybernetic, economic and mathematical models to describe the individual elements and the system as a whole.

A systematic approach is widely used in the analysis of social systems.

In the broad sense, education is a process of changing the state of a person as a system, which includes the acquisition of new ways of seeing, desiring and assessment of reality [5]. In the narrow sense, education as a specially organized, managed process of interaction between the teacher and the student is a subsystem of education, which in turn is viewed as a specially organized system of conditions, organizations, bodies necessary for human development [7].

Since this system is organized in a society, we view it as a social system.

III. LITERATURE REVIEW

The social system is a complex, ordered whole, which includes individuals and social communities, united by various connections and relationships that are specifically social by its nature. Unlike natural systems that arise naturally, social systems are a specifically human form of problem solving. In contrast to naturally occurring systems, the social system is a specifically human form of problem solving.

The sphere of education as a social system characterizes close interaction with all other systems of social life, which is realized in the interaction of both the subjects of the education sphere: students and educators, and subjects representing other spheres. From the perspective of sociology, G.E. Zborovsky believes that education is a stable form of organization of public life and joint activity of people. And it includes a set of persons and institutions that are endowed with power and material means to implement certain norms and principles, social functions and roles, management and social control, in the process of which training, education, development and socialization of the individual with the subsequent mastering of its profession, specialty, and qualification are provided [8]. As pointed out by modern scholars of sociology of education such as V.Y. Nechaev, N.D. Nikandrov, A.I. Subetto, etc, under the influence of other systems of education starts the process of changing of the content of the educational process, of its methods, technology training, model of education in general, infrastructure of the spheres of education, technical and other means of its life support; the social structure of its constituent entities; micro and macro-socio and cultural environment of the educational process. The sphere of education, in turn, influences the professional and other activities of graduates in various branches of social production.

V.Y. Nechayev, studying vocational education from the perspective of sociology, points to a characteristic of its high degree of institutionalization, which is expressed in the character of regulatory requirements for training in the form of control [9].

Revealing the systematic approach to the process of professional training of bachelors of tourism, we relied on the analysis developed by the American sociologist Talcott Parsons, who is one of the founders of the

structural and functional direction in sociology and social phenomena analysis.

The social system, according to T. Parsons, is one of the aspects of the system of action and consists of "the interrelations of individual actors who represent such sets of actions of the parties, designed in the form of relations in which the parties are oriented towards each other and take each other into account" [10]. Social systems, being open, are in a state of constant interchange at the entrances and exits to the environment, as well as with different subsystems into which the system is differentiated. The results of the activities of subsystems, specialized in the implementation of some functions can be used by another, larger system.

According to T. Parsons, the presence and satisfaction of the needs of the actor as the functional prerequisites for the process of maintaining and developing of the system is provided by its motivation for adequate activities and participation in the social system [11].

According to the theory of systems, the factors that ensure the system's ability to achieve the goal, as well as the consequences of its own functioning for the development and realization of this ability, are the initial resources which located at the input. Such resources, according to the theory of T. Parsons, are the ability to socialize the motivational inclinations of actors, manifested in role plays; values; useful knowledge, patterns of behavior, appropriate reaction. And the possibility of socialization of motivational inclinations; establishment of a competence standard resulting from qualified actions; an ordered reaction at the level of behavior, mediated by pleasure (satisfaction from the work done) are located on the output [5].

Between the input and the output there is a process that T. Parsons divides into three phases:

- a formation of internal resources; a change in motivation, an accumulation of knowledge, a development of patterns of behavior;

- an allocation of resource data, a distribution in activities according to the levels of abilities, performance of roles in accordance with this level, a training. The role is defined by T. Parsons as structured, i.e. a regulatory participation of a certain person in a specific process of interaction with specific partners in the role [11];

- the use of allocated resources according to the principle: what should be done, by whom should be done, how should this be done [12].

Violation of the equitable balance of inputs and outputs between two or more units of the system is a manifestation of the tendency to change, which T. Parsons calls tension. Tension is a state of the relationship between units, which is characterized by a tendency to transform this relationship into a factor that disturbs the equilibrium of the relevant section of the system. One way to reduce the tension can be a change

of the structure of the system. The structure of the system, according to T. Parsons, is a set of stable relations of the elements of the system. In the social structure, social ties - interactions - function. T. Parsons proposes to study the system from the point of view of interaction and functioning of its elements. In this regard, he singled out the functional imperatives inherent in any system, including social ones, which are reduced to the four main imperatives: preservation of the pattern, integration, achievement of the goal, adaptation [11].

On the one hand the function of preservation of a pattern or internalization is the preservation of stability, established patterns of activity and behavior; On the other - a source of change, since the inertial tendencies of the system are in conflict with its needs arising from its interaction with the situation and environment. In this situation, a factor that can weaken the contradiction between the needs of the system and those conditions within the surrounding systems that affect the satisfaction of needs is a structural change.

The function of achievement of the objectives determines the relationship existing between the system and the actors, expressed in the motivation to the activities necessary for the functioning of the system. The integration function, according to T. Parsons, is located between the functions preservation of the pattern and the achievement of the objectives and performs the task of mutual adaptation of the above-mentioned units of the system or subsystems, which contribute to the effective functioning of the system. T. Parsons points out that for any system the imperative of integration facilitates the processes of internal adaptation, ensuring the distribution of the rights, duties and remuneration.

The adaptation function provides the means and resources used by the system in the process of its functioning, and also creates mechanisms that mediate the processes of generation and use of resources, regulate their speed and direction, which generally contributes to the effective achievement of the objectives [5].

Thus, the social system adapts to the environment. It must have an internal unity to achieve the objectives and be able to maintain this state, to reproduce the structure and to relieve tension in the system.

IV. RESULTS OF THE STUDY

Applying the provisions of structural and functional analysis and the theory of social systems, we analyzed the system of vocational education as a social system (see Fig. 1), where the input factors are:

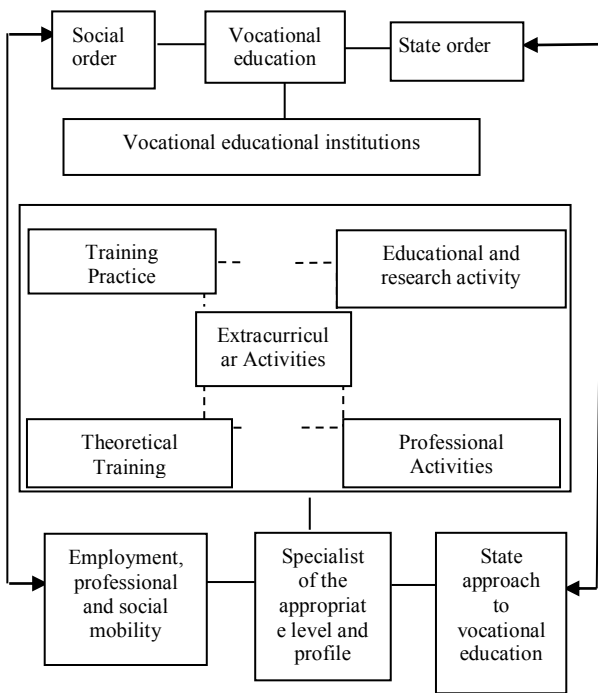


Fig. 1. Model of vocational education system

- state order, expressed in the Federal State Educational Standards of Higher Education, which define the basic requirements for the professional training of a bachelor;

- social order, determined by the economic and social conditions and requirements of a particular region;

- knowledge, abilities and skills of intellectual development of students, motivation of educational and professional activity, model of educational and professional behavior;

- the status of the educational institution, the educational and methodological potential of the teaching staff, the scientific and methodological support of the educational process, the material and technical base.

The output factors are the degree of satisfaction of the state and society with the quality of vocational education, expressed in the employment of graduates, their social and professional mobility, and the state's approach to the problems of vocational education.

The analysis of the process between input and output showed that during the transformation of the initial resources, the inertial tendencies of the system of vocational education are in conflict with its needs, which is expressed in the following:

- the contradiction between the content of modern vocational education and the requirements currently imposed by society and the state on the individual and the level of professional competence of the specialist;

- the contradiction between the contents of the educational material, the activity of the teacher and the activity of the student;

- weak continuity in the content of training and work experience, course and diploma design; research component of final qualification work;

- the absence of theoretically substantiated and practically approved approaches, scientific and methodological support for training specialists oriented to work in conditions of social mobility.

As a result of these contradictions, there is a tension in the process, expressed in the dissatisfaction of the state and society with the level of professional training of graduates of professional educational institutions.

According to the theory of T. Parsons, the process - is a way or method by which the present state of the system or part of the system is converted to a different state. An alternative consequence of this process for the system as a whole or part of the system T. Parsons calls the mechanism. Thus, there is a need for a mechanism to keep the balance of the system.

The analysis of literature and sources on the problems of ensuring the quality of education (the work of A.G. Bermus, E.M. Korotkov, N.V. Nemov, I.I. Tuber, T.I. Shamov, etc.) showed that one of the Mechanisms, which allows to maintain the equilibrium of state of the education system, is to improve the quality. According to M.M. Potashnik, this means a change in the requirements for the essential properties of the results of education and the transition of graduates to a new quality [13]. We propose to implement this mechanism in the system of extracurricular activities.

An analysis of historical and pedagogical literature (works by V.P. Vakhterov, D. Dewey, J.-A. Komensky, D. Lock, A. Makarenko, J.-J. Rousseau, V.Y. Stoyunin, S. T. Shatsky, and others) showed that the spheres of extracurricular activities arise at the intersection of the interaction of various social systems. The interaction with science, art, and the political system is especially close. From this point of view, we consider extracurricular activities on the one hand, as a subsystem of the social system of secondary vocational education, on the other - as an independent, open, dynamic social system with developed internal and external connections, within which the formation of a specialist is carried out in the process of transforming his qualities. It manifested in mastering social roles by means of mastering various types and forms of activity in the time free from training. In this case, "quality of a specialist" is understood by us in the interpretation of T. Parsons, as characteristics attributed to the actor as such, and also as consequences of its activities.

Applying the provisions of the structural-functional analysis and the theory of social systems, based on an analysis of work, studying the impact of extracurricular activities on the formation of professional qualities [14-18], we analyzed the extracurricular activities as a social system. And as a determining factor of input we singled out the principles of organization of extracurricular activities that ensure the ability of the system of extracurricular activities in an educational

institution of higher education to effectively monitor its behavior:

- Students initially motivated by the profession, adapt quickly enough in an educational institution, choosing the types of classes that correspond to their inclinations. In working with students with an unconscious motive for choice, one should be guided by the principle of the gradual formation of a structure of professional interest;

- the main types of activities are common for the entire student groups and, at the same time, they need to highlight features, due to the specifics of training;

- the fact of active participation of students in different types of activities does not always mean awareness of the value of each type of training from the point of view of professional training, which requires regular diagnosis of the degree of awareness of activity and the formation of professional skills;

- joint creative activity of students and teachers, attracting students to participate actively in planning, organizing and controlling extracurricular activities, delegating leadership to leaders, stimulating leadership qualities, contributes to the process of socialization of students and in the meantime becoming a source of satisfaction;

- the most valuable is activities personally regulated by the student in accordance with his individual characteristics associated with the future profession, which requires creating a situation for the student to choose the vector of professional development;

- the actual behavior of students in the field of free time can be an indicator of satisfaction with the chosen specialty, the feeling of stability of orientation to the future profession.

Analysis of the studies currently studying the role of extracurricular activities in the professional training of bachelors [19-22] made it possible to determine the situation of tension, which is expressed in the following:

- there is a gap between the vocational training in school time and the activities of students in accordance with their own interests during extracurricular time;

- there is no flexible interaction of training courses and extracurricular activities in the subject and, as a consequence, lack of skills of creative thinking of future specialists;

- the processes of bilingualism, the evolution of the language situation in regions where the bilingual students in extracurricular activities master the profession and simultaneously master the Russian language as a language of interethnic communication are not sufficiently taken into account in national subjects.

From the perspective of system analysis, the reason for this tension is the discrepancy between the roles. T. Parsons regards the role as an important integrative mechanism, the absence or imperfection of which leads to conflict and frustration [5].

In this context, the source of change and development should be considered in the sphere where the role orientations of the various actors included in the same social system can be integrated into a single whole. The theoretical, historical and pedagogical research carried out allowed us to attract extracurricular activities to the sphere of issues related to ensuring the quality of vocational training and to consider it as a functional imperative that preserves the stability of the vocational education system.

In the research process, we identified forms of extracurricular activities in a professional educational institution that contribute to the development of social roles most effectively. These include:

- research work of students as a means of teaching students the methodology of scientific research, allowing future specialists to master the skills of research, ensuring the development of a creative attitude to any case, the ability to analyze the results, draw conclusions and based on them to plan their activities;

- social partnership as a means of mastering the basic functions of professional activity and the formation of professional qualities of the individual, professional culture;

- professional communication through the interaction (psychological and professional trainings, practice and internship in tourist companies), aimed at expanding the scientific and theoretical knowledge and practical skills of students, developing cognitive interests, creativity, contributing to the development of motives for communication and interaction with other people, groups, associations, collectives;

- professional orientation of students as a priority direction in activity and a means of ensuring social claims, self-affirmation and self-realization.

The study was conducted at the Department of social and cultural service and tourism of the Institute of culture and languages of peoples of the North-East of the Russian Federation of North-Eastern Federal University named after M. K. Ammosov. The Department was founded in September 2012 in order to ensure professional personnel of the domestic tourism industry of the Republic of Sakha (Yakutia). The Department produces and prepares bachelors in the direction of Tourism: technology and organization of tour operator services, technology and organization of excursion services (Fig. 2).

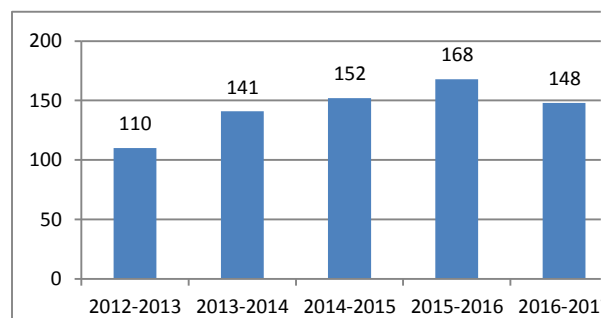


Fig. 2. The number of students of the department from 2012 to 2017

One way to improve the competitiveness of bachelors of tourism is to modernize not only educational process, but also the work of all educational institutions aimed at social, educational, psycho-pedagogical support of personal professional development and the formation of the qualities of an individual involved in a professional relationship. In this regard vocational training of undergraduates becomes especially relevant. The purpose of it is a formation of the competitive specialist prepared for professional activities that meet both personal interests and public needs.

The main directions of training of Bachelors of tourism are educational practices and internship in tourism companies, participation in research activities and organization of extracurricular activities.

Research work is one of the most important means to improve the quality of training of students are able to apply in practice the received skills and knowledge. Bachelors of tourism are actively involved in various research projects such as publication of articles, participation in research grants and participation in competitions of diploma and course works, competitions at various levels.

Of particular note are activities such as: "University of the future – cognitive University" Forsyth-session conducted in the framework of the North-Eastern educational forum "The role of the University in sustainable development of the region" (2014), "The heritage of ancestors and modern Turkic world: language and cultural aspects" international scientific-practical conference dedicated to the 95th anniversary of the birth of N. K. Antonov (2014), "First steps in the world of science" (2015) University scientific seminar, "Problems of the development of children's tourism of the Republic of Sakha (Yakutia) (2015) the Republican scientific seminar, interuniversity scientifically-practical seminar dedicated to the 80th birthday of Professor K. D. Utkin-Nowlan (2015), "Bilim" (2015, 2016, 2017) the Republican scientific-practical conference, "Guilds of tourist guides" (2015) seminar, "The Strategy of Yakutia: the view of young" (2016) regional stage of the Forsyth - session, "Topical issues of tourism and service in Russia" all-Russian scientific-practical conference dedicated to the memory of Professor K. D. Utkin-Nowlan (2016), workshop on entrepreneurship in the framework of the global entrepreneurship week in Russia (2016).

In 2015 international scientific events were attended by 9 students, all-Russian scientific events were attended by 66 students, regional scientific events were attended by 87 students and university scientific events were attended by 22 students. There were 11 scientific publications included in the scientific electronic library elibrari.ru in 2015. In 2016, international scientific events were attended by 16 students, all-Russian scientific events were attended by 75 students, regional scientific events were attended by 63 students, university scientific events were attended by 36 students and 25 scientific articles were published.

The number of students participating in research activities increases every year. And successful scientific activity influences the choice of a theme of final qualifying work and the professional choice.

The importance of extracurricular activities is predetermined by the goal of forming a professional vocation and identifying suitability for the chosen profession. In the process of its implementation, the following forms of extracurricular activities were developed and implemented in the educational process:

- techniques of pedestrian tourism and the basics of mountaineering (together with the Republican Center for Ecology, Tourism and Agro-Technological Education) - training camps;
- Tourist trail republican tourist meeting;
- tightseeing and thematic excursions around the city of Yakutsk;
- a tourist escape-game among the students of the department.

It is also necessary to note activities where students act as organizers:

- a sightseeing campus tour of the University for Teachers of the Republic in the framework of the Congress of Teachers with a coverage of more than 600 people (2015);
- The Pink Seagull republican contest of costume design and decorative and applied art among pupils of the Republic of Sakha (Yakutia) (2016, 2017);
- Sakha-Travel (2014-2017) - republican exhibition;
- Banks of the Lena River (2015) - regional beauty festival;
- The tourism potential of my region (2015) - republican contest;
- republican Olympiad in tourism and local history for schoolchildren (2014, 2015, 2016).

Informal communications and voluntariness inherent in these types of activities are a fertile ground for the formation of organizational, communicative skills.

One of the essential conditions for improving the professional development of students in the process of extracurricular activities is the implementation of

professional communication between subjects of the educational process at various levels.

The level of professional communication "student - a representative of the professional community" was implemented by us in the form of social partnership.

Nowadays understanding of social partnership as a complex system of interaction between actors, institutions, legal framework, and mechanisms of social and labor relations is not limited to sphere of social and labor relations and spreading to other sectors of society, including education.

Social partnership today is perceived as a joint activity of any members of the society, aimed at solving a problem that is of mutual interest to them by joint efforts through interaction on pre-agreed terms [23].

Forms of social partnership can be represented by a coordination of joint actions, agreements, negotiations. In our study social partnership is understood as the joint activity of representatives of the professional communities of the city and the republic in the sphere of tourism, authorities regulating this sphere, young specialists graduating from the university, students, teachers of the department of social and cultural services and tourism interested in solving such problems as :

- implementation of professional adaptation of future employees of the tourism sector of republic;
- development of professional career of future employees as organizers and heads of the tourist organization.

Within the framework of social partnership students of the department are actively involved in the development of the documentation for participation in the grant: in 2015-2016 students prepared competitive documents for the university's competition of research works on Virtual Museum topic and competition for the support of innovative projects for the grant of the head of the urban district city of Yakutsk. There were organized advanced Culture of public transport service for buses drivers training courses; Developing the methodology of personnel development of the tourism industry of the Republic of Sakha (Yakutia) until 2030 - a republican trial competition for the performance of the research work; the Russian contest of grant projects of the Federal Agency for Tourism on the topic Tourism as a component of sustainable development of Yakutia.

Implementation of the close interrelation between the subjects of the educational process within the framework of the social partnership, from our point of view, contributes to the formation not only of an educational or scientific product, but also of an educational result manifested in:

- Awareness of the productivity of students' activities expressed in the corresponding practical achievements;

-professional and personal enrichment of personal experience of students.

Principles of professional orientation and the gradual formation of professional interests among students are realized through such forms of social partnership as job fairs, negotiation platforms with employers and other representatives of the tourist business. At the meetings bachelor students get acquainted with the situation in the field of supply and demand in the labor market, with the possibilities of pre-diploma practice, the requirements for candidates, the conditions of work in travel agencies. Through close collaboration students simulate the conditions of the upcoming professional activity; deeply learn and understand the problems of the development of tourism in the Republic of Sakha (Yakutia). They find and suggest ways to solve them. The peculiarity of professional orientation in a vocational school is that the impact on the students is carried out systematically throughout the study period, which determines the sequence and differentiated approach in the management of professional development.

From our point of view the implementation of the above principles makes it possible to solve tasks that are difficult to achieve with the traditional content of extra-curricular activities such as:

- the development of skills that allow students to perform a variety of professional functions in the conditions of tourist destination of the Republic of Sakha (Yakutia);
- the formation of professional motivation and professional interest in the future career of the tour operator and travel agent.

Internships and practices in enterprises operating in various areas in the field of tourism allows not only to generate at bachelors overview of the work of the enterprise, its status, links with market players, the accumulation of practical experience, but also contribute to the accumulation of practical experience required for Implementation of future professional activities. The places of practice of bachelors of tourism are tourist firms such as Eurasia, Hikari, Rose of the Winds, Phoenix tourist bureau, Yakutsk travel agency, Etnosudad Vlasov and Chochur Muran ethnographic complexes, Oktem- Park, Tekhtur, and other sports and entertainment complexes.

V. CONCLUSION

The theoretical research and practical work allowed us to formulate the following conclusions: Professional training of bachelors of tourism includes the whole complex of interrelated economic, social and scientific activities aimed at training future specialists for choosing a field of activity taking into account the characteristics of the individual and the social and economic situation in the labor market, identifying suitability for the chosen profession, assisting in professional Formation and development of a specialist and his employment.

Improvement of the quality of professional training of bachelors of tourism is realized in the process of extracurricular activities, which is an independent open, dynamic social system within which professional formation is carried out in the process of mastering social roles by mastering various types and forms of activity in leisure time.

In the process of improving the quality of professional training of bachelors of tourism, input and output factors are formed both a system of extracurricular activities and the system of vocational education in general.

The effectiveness of improving the quality of professional training of bachelors of tourism is ensured by the following conditions: the inclusion of all students and teachers in the intellectual-creative, professionally-directed activities directly related to the content of the profile; Step-by-step formation of students' professional interest in the future profession in terms of free choice of forms and types of extracurricular activities in accordance with the motives, abilities, interests; Implementation of professional and pedagogical interaction of all participants in the educational process with the predominance of subject-subject interaction on the basis of modeling the conditions of the forthcoming professional activity; implementation of the social partnership.

Proof of the effectiveness of the work is that our educational programs have 100 percent employment rate. Graduates of the department work as managers in travel agencies, tour operator companies, hotels, cultural and leisure centers, sanatoriums, clubs, museum and exhibition institutions and carry out individual entrepreneurship.

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