

FORMATION OF READINESS OF FUTURE SPECIALISTS FOR PROFESSIONAL ACTIVITY IN THE FIELD OF SOCIAL TOURISM IN UKRAINE

Formação de Futuros Especialistas para a Atividade Profissional no Campo do Turismo Social na Ucrânia

NATALIA MAKOVETSKA¹, DARYNA LYUTA², VOLODYMYR NAUMCHUK³, ANNA SYDORUK⁴ & EDUARD KRYVOLAPOV⁵

ABSTRACT

The purpose of the study is to improve the training of future professionals for activities in the field of social tourism in Ukraine, which involves the development and experimental verification of its content and the necessary conditions for implementation. Formation of readiness of future specialists for professional activity in the field of social tourism was carried out on the basis of the developed model which is presented by social-determined, theoretical-methodological, project-organizational and diagnostic-effective components and connections among them defining semantic structure of this pedagogical process. The effectiveness of the model implementation was ensured by a set of such organizational and pedagogical conditions as: updating the content of professional training on the basis of integrative and meta-subject approaches; the focus of practical training on the gaining by future professionals of primary professional experience in the field of social tourism; creation of an environment of active social interaction in higher education institutions.

KEYWORDS

Social Tourism; Professional Readiness; Organizational and Pedagogical Conditions; Future Specialists; Ukraine.

RESUMO

O objetivo do estudo é melhorar a formação de futuros profissionais para atividades profissionais no campo do turismo social na Ucrânia, o que envolve o desenvolvimento e verificação experimental de seu conteúdo e as condições necessárias para sua implementação. A formação de futuros especialistas para a atividade profissional no campo do turismo social foi realizada com base no modelo desenvolvido, que é apresentado por componentes e conexões sócio determinados, teórico-metodológicos, projeto-organizacionais e diagnóstico-eficazes entre eles definindo a estrutura semântica deste processo pedagógico. A eficácia da implementação do modelo foi assegurada por um conjunto de condições organizacionais e pedagógicas tais como: atualização do conteúdo da formação profissional com base em

¹ **Natalia Makovetska** – Doutora. Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine. [Currículo](#) E-mail: Natalia.v.mak@gmail.com

² **Daryna Lyuta** – Zaporizhzhia National University, Ukraine [Currículo](#).: E-mail: lyutadaryna@ukr.net

³ **Volodymyr Naumchuk** – Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine. E-mail: v_i_n_69@ukr.net

⁴ **Anna Sydoruk** – Zaporizhzhia National University, Ukraine. [Currículo](#) E-mail: anna0956564651@gmail.com

⁵ **Eduard Kryvolapov** – Zaporizhzhia National University, Ukraine. E-mail: edward27772@gmail.com

abordagens integrativas e meta-subjetivas; o foco da formação prática na aquisição por futuros profissionais de experiência profissional primária no campo do turismo social; criação de um ambiente de interação social ativa nas instituições de ensino superior.

PALAVRAS-CHAVE

Turismo Social; Prontidão Profissional; Condições Organizacionais e Pedagógicas; Futuros Especialistas; Ucrânia.

INTRODUCTION

One of the indicators of the country's development, well-being and prosperity of its citizens is the level of development of social tourism, the main purpose of which is to provide broad sections of the population with equal rights and opportunities for recreation and health. This type of tourist services also includes assistance to people with special needs and involves the assimilation of value orientations and social norms of behavior, turning them into motives and activities of social performance.

For the Ukrainian state, the social segment of tourism is particularly important, as according to the latest statistics 11.335 million people or 27% of the population are retired (State Statistics Service of Ukraine, 2021), 2.7 million people have disabilities (Ministry of Social Policy of Ukraine, 2021), and 284 thousand low-income families receive monthly state social care (State Budget of Ukraine for 2022, 2022). Therefore, one of the priorities of the tourism industry of Ukraine is the development of social tourism as an important and integral part of it. Naturally, this, in turn, poses new additional challenges to the country's education system, which should provide training for highly qualified professionals who can create comfortable conditions for travel, provide a vivid impression for socially disadvantaged people who are consumers of social tourism services.

The need to form the readiness of future professionals for professional activity in the field of social tourism is due to the need of the tourism industry in a new generation of staff who are able to work independently, creatively and effectively, adapting innovations, fresh ideas, proposals to real demands of the profession. After all, the basis for the development of the tourism industry is qualified and competent staff. It is human improvement, the growth of education of citizens is achieved primarily through education and training, which are the key to the content of national progress (Hryshchenko, 2010), and investment in human capital is a major component of economic growth (Becker, 1992).

The reorientation to new conceptual provisions in the system of organization of higher education has led to a number of topical issues on which the solution of the problem of professional training of specialists in tourism studies depends. The analysis of literature sources suggests that in Ukraine this problem is not solved comprehensively and conceptually (Grushka, 2016), that the potential of higher education is not fully used (Clopov & Beskorovaynaya, 2016), that the existing practice of training future tourism professionals does not meet current trends in the tourism market and the requirements of employers (Samokhval, 2016), that the acquisition of professional knowledge of future professionals in the field of tourism is often carried out in the gap with the ability to apply them (Zigunov, 2021), that there is no link among tourism business structures professional training in higher educational institutions (Kovalenko & Velykodna, 2019).

In addition, in the tourism industry there are still quite a number of problems related not only to the imperfection of the training system, but also to shortcomings in tourism management, the spontaneous development of the tourism industry, insufficient development of legal and regulatory framework for tourism. As a result, domestic tourism is currently inferior to world standards and standards for the quality of services, the use of innovative forms of tourist travel, service culture and more.

In conditions where the country's tourism potential is quite significant (Golikova, 2021), but the human factor hinders the development of this industry, the need for quality training of tourism professionals is becoming increasingly important in Ukraine. We see the solution of this problem in creating a system of professional training of future professionals for professional activities in the field of social tourism, which would ensure the proper formation of the necessary professional competencies, would allow the graduate to enter the labor market better prepared, would reduce the period of their adaptation to work in tourism industry. At the same time, the training of future specialists requires a clear focus on the model, which should not only meet the needs of society, but also be ahead of them (Cassidy, 2010; Naumchuk, 2019), which is the purpose of our study.

The objectives of this article are to present the results of our experimental work related to the formation of the readiness of future professionals for professional activities in the field of social tourism in Ukraine. In our research, we sought to find answers to the following questions:

I. What characteristics reveal the essence of social tourism?

II. What components determine the structure of readiness of the future specialist for professional activity in the field of social tourism?

III. What complex of organizational and pedagogical conditions will ensure the effectiveness of the process of forming the readiness of future professionals for professional activity in the field of social tourism?

At the same time, this article presents a model of training future specialists for professional activities in the field of social tourism in Ukraine.

MATERIALS AND METHODS

The experimental study was conducted during 2017-2021 in the following stages: ascertaining, forming and control. The research was based on two higher educational institutions of Ukraine, a number of travel agencies, companies and complexes. A total of 238 students majoring in 242 'Tourism', 46 teachers of higher education institutions, as well as 25 specialists from various tourism enterprises were involved in the experimental study. Theoretical bases of formation of readiness of future specialists for professional activity in the field of social tourism were studied by means of the analysis, synthesis, generalization, and comparison of scientific information on the research problem, educational and methodical and normative documentation; modeling of professional training of future specialists for professional activity in the field of social tourism; comparison of the obtained experimental data.

To form the readiness of future specialists for professional activities in the field of social tourism and to test the effectiveness of organizational and pedagogical conditions that ensure the effectiveness of this educational process, a pedagogical experiment was used, supplemented by the necessary observations. Determination of the integrative indicator (I_{RPAST}) levels of readiness of future specialists for professional activity in the field of social tourism was carried out according to the method of Danylenko (Danylenko, 2006), which was modified to our study (Table 1).

Table 1. Determining the integrated indicator of the level of readiness of future specialists for professional activity in the field of social tourism

Components	Criteria	Methods for determining indicators	
Value-motivational component VMC	Value V	Methods for studying the need to achieve the goal of Yu. Orlov (VMC _{1.1})	$VMC_1 = \frac{1}{N} \sum_{i=1}^N VMC_{1.i}$ $C = \frac{1}{N} \sum_{i=1}^N VMC_1$
		Questionnaire "Value orientations in the field of social tourism" (VMC _{1.2})	
		Modified questionnaire "Motivation to professional activity in the field of social tourism" by A. Rean (VMC ₂)	
Cognitive component CogC	Knowledge	Didactic test on basic concepts in the field of social tourism (CogC ₁)	$K = \frac{1}{N} \sum_{i=1}^N CogC_1$
		Didactic test on the main aspects of professional activity in the field of social tourism (CogC ₂)	
Constructive component ConC	Skillful S	Questionnaire for diagnosing the level of formation of the structural component according to D. Luta ConC ₁	$S = \frac{1}{N} \sum_{i=1}^N ConC_1$
		Methods for determining communicative and organizational skills by T. Pashukova, A. Dopyra, G. Dyakonov (ConC ₂)	
		Self-analysis card of knowledge and skills on the basics of social tourism (ConC ₃)	
		Expert assessment of the formation of the constructive component (ConC ₄)	
Personal component PC	Reflexive R	Methods for determining the ability to self-development by S. Poklad, adapted to the conditions of the study PC ₁	$R = \frac{1}{N} \sum_{i=1}^N PC_1$
		Methods for determining the adequacy of the level of self-assessment of the readiness of future specialists for professional activities in the field of social tourism PC ₂	
		Methods for determining the level of self-assessment of readiness of future specialists for professional activity in the field of social tourism S _{RPAST}	
		Methods for determining the level of self-management by L. Seivert PC ₃	
		Methods for identifying the level of sociability by V. Kan-Kalik, N. Nikandrov PC ₄	
An integral indicator of the level of readiness of future specialists for professional activity in the field of social tourism		$I_{RPAST} = \frac{V + K + S + R}{4}$	

Assessment of qualitative changes in the level of readiness of future specialists for professional activity in the field of social tourism was carried out using the Fisher angular transformation criterion φ^* , which is determined by formula (1):

$$\varphi^* = (\varphi_1 - \varphi_2) * \sqrt{\frac{n_1 * n_2}{n_1 + n_2}} \quad (1);$$

φ^1 – an angle corresponding to a higher percentage (V_1);

$$\varphi_1 = 2 * \arcsin(\sqrt{V_1});$$

φ_2 – an angle corresponding to a lower percentage (V_2);

$$\varphi_2 = 2 * \arcsin(\sqrt{V_2});$$

n_1 – the number of observations in the sample 1;

n_2 – the number of observations in the sample 2.

RESULTS AND DISCUSSION

The essence and general characteristics of social tourism - In the scientific literature and Internet sources you can find different definitions of "social tourism". In particular, this type of tourism is seen as: a goal to which society should strive in the interests of less well-off citizens using their right to rest (Manila Declaration, 2000); the connections and phenomena related to the participation of people in the countries of destinations as well as of holidaymakers, of disadvantaged layers of society or those unable to participate in tourism, holidays and their advantages for whatever reason (ISTO, 2021); programs, events, and activities that enable all population groups – and particularly youth, families, retirees, individuals with modest incomes, and individuals with restricted physical capacity – to enjoy tourism, while also attending to the quality of relations between visitors and host communities (Diekmann & Jolin, 2013); organization of meaningful rehabilitation and recreation of the general population at the lowest affordable prices, focused only on the needs of restoring the material base (Fedorchenko & Dyorova, 2002); all activities, relationships and phenomena in the field of tourism resulting from the inclusion of otherwise disadvantaged and excluded groups in participation in tourism. The inclusion of these groups in tourism is made possible through financial or other interventions of a well-defined and social nature (Minnaert, Diekmann, & McCabe, 2011).

Social tourism is aimed at ensuring the rights of people of certain social groups, including those with low incomes, to rest and recuperation. Regardless of social status, age, gender, place of residence or profession, everyone should have free access to the full range of tourist services. Therefore, in contrast to commercial, social tourism is aimed at meeting the needs of socially vulnerable groups, namely: large families, orphans, students and working youth, retirees, people with special needs, disabled and low-income citizens. Segments of social tourism can be divided,

in our opinion, as follows: by social age feature: children and youth [school]; youth [student]; tourism for the elderly (retirement); on the leading motivational basis: sports; ecological; medical and health; educational; cultural and cognitive; - for health reasons: inclusive or paratourism.

Social tourism is financed mainly by state and trade union funds or by employers. And if the organization or enterprise subsidizes funds for the travel of its employees, then in terms of sources of funding for social tourists can be any person belonging to one of the categories of citizens, such as: (a) children, schoolchildren, students, pensioners, war and labor veterans who receive subsidies through state social policy; (b) civil servants, military personnel, clergy whose travel is financed through relevant governmental and non-governmental foundations and other charitable organizations; (c) professionals and any other workers whose travel may be paid for by the undertaking in which they work, as remuneration for hard work, efficient work, etc.

Thus, social tourism is a type of tourism activity that aims to meet the cognitive, cultural, recreational, health and other needs of socially disadvantaged groups and is financed from funds allocated for social needs by the state, private foundations, sponsors, tourism enterprises and individuals.

RQ1 The essence of social tourism is revealed due to such characteristics as: belonging of tourists to the corresponding social categories; focus on supporting tourism entities, not on making a profit; the appearance of sources of funding for consumers of tourism services.

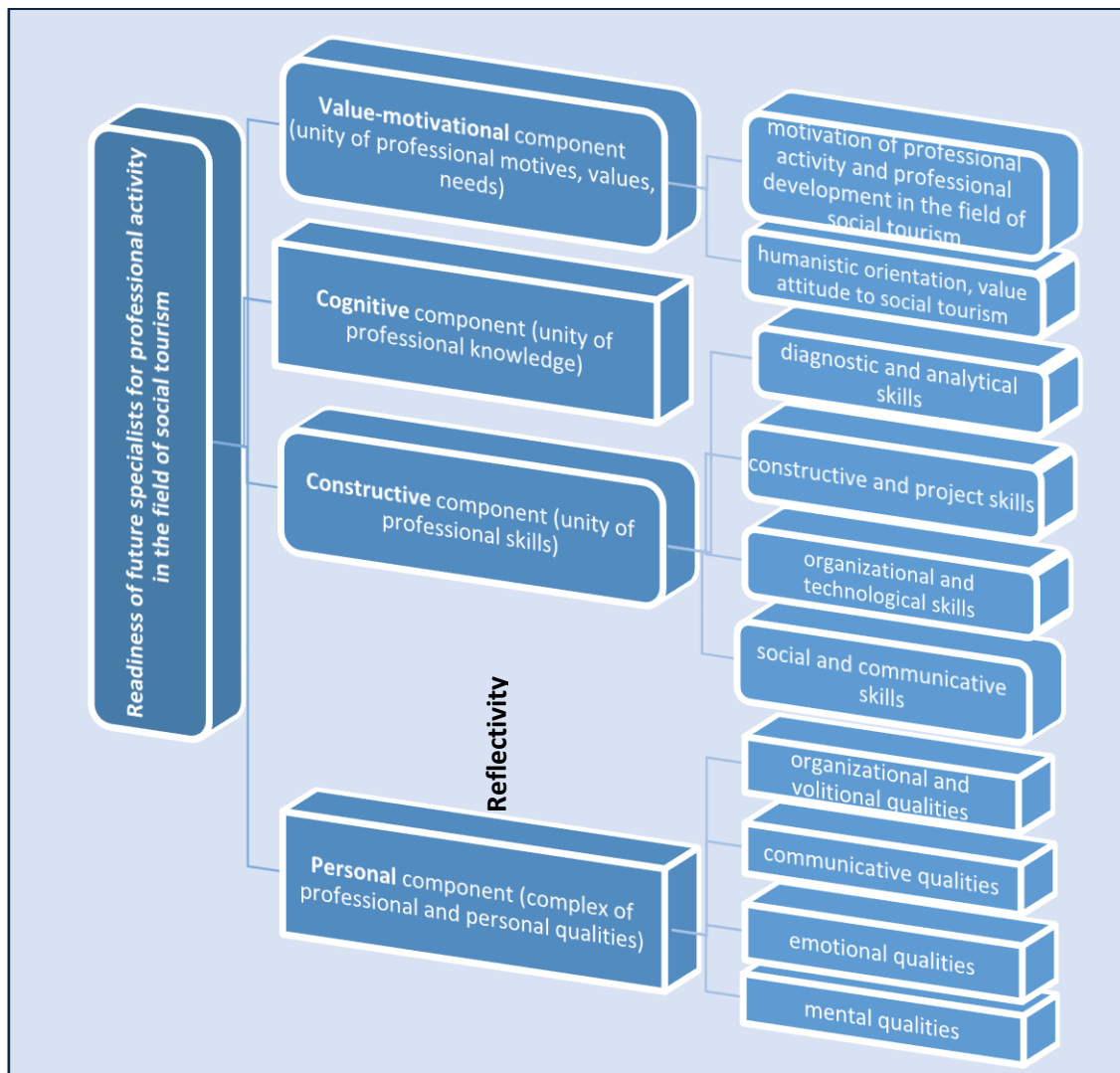
Content and structure of readiness of future specialists for professional activity in the field of social tourism - In our study, we proceed from the fact that the readiness of future specialists for professional activity in the field of social tourism is the goal and result of their purposeful training. It is an integrative personal and professional education, a systemic quality that determines the success of future professional activity and professional development.

Determining the content and structure of this complex integrative phenomenon was based on the analysis of works devoted to the study of the essence of professional training of future professionals (Bezkorovaina et al., 2022; Hsu, 2005; Hladush & Lysenko, 2014; Ohienko & Chuhai, 2017), individual readiness for professional activity (Dudorova, 2014; Holt & Vardaman, 2013; Uznadze, 2004; Naumchuk, Sydoruk, & Makovetska, 2020), features of the professional activity of a tourism specialist (Bhatia, 2006; Sakun, 2004; Goeldner & Brent Ritchie, 2009) and in accordance with the Council of Europe Recommendations on Key Competences for Lifelong

Learning (EU Recommendation, 2006). Schematically, the readiness of future specialists for professional activities in the field of social tourism is presented in Figure 1.

RQ2 The structure of readiness of the future specialist for professional activity in the field of social tourism is determined by such components as: value-motivational, cognitive, constructive and personal.

Figure 1. Structural organization of readiness of future specialists for professional activity in the field of social tourism



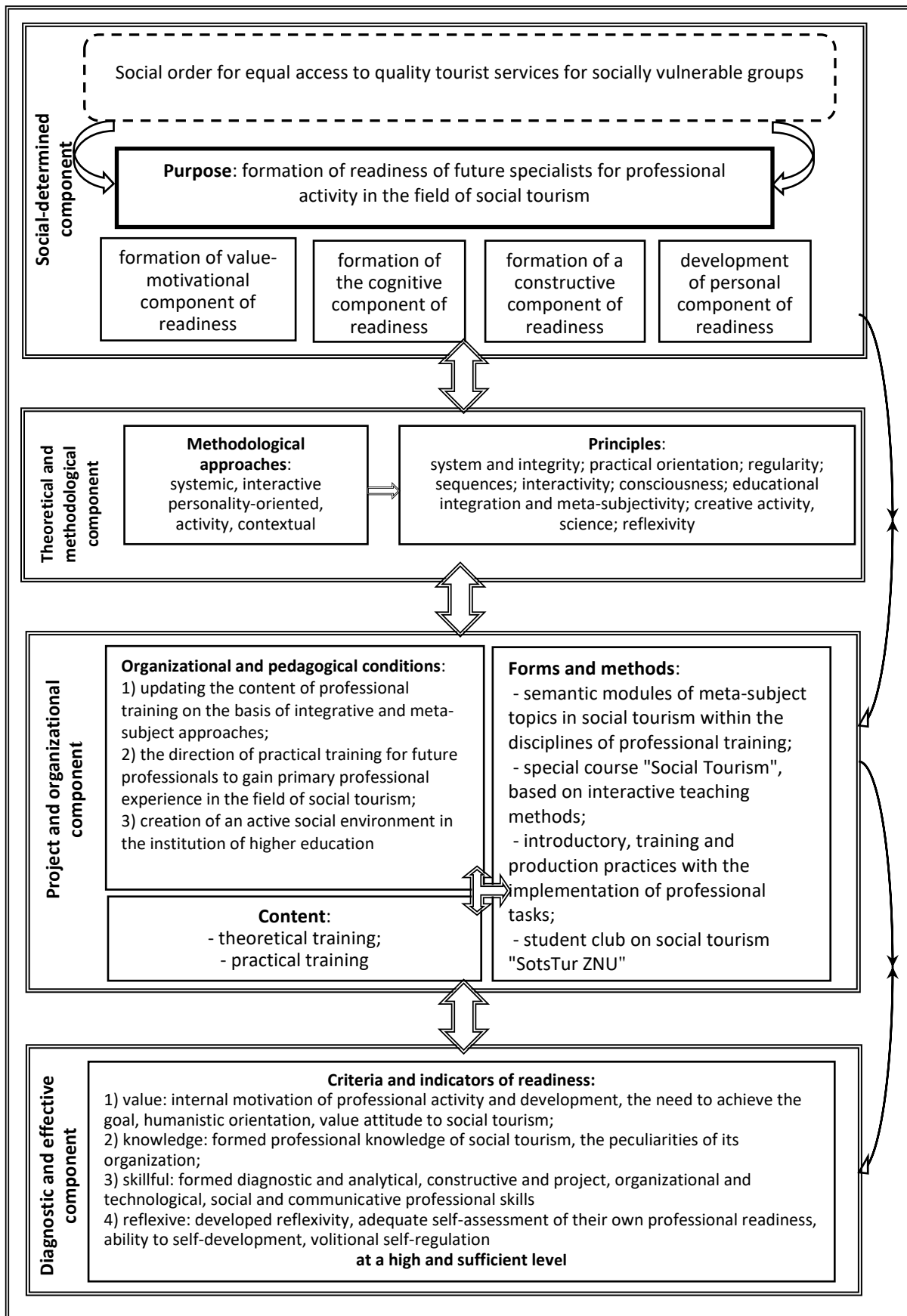
The value-motivational component determines the orientation of the system of motives, needs and values of future specialists, their focus on activities in the field of social tourism, personal attitudes towards its organization. The integrity of ideas about the activities in the field of social tourism provides a cognitive component that activates the cognitive activity of future specialists,

contributes to the enrichment of their professional experience to solve certain theoretical and practical problems. In turn, the constructive component determines the ability to perform specific professional tasks, solve professional situations, implement techniques for independent and mobile solution of professional problems, to carry out research activities, to form key professional skills. A set of professional and personal qualities that ensure the actualization of relevant professional knowledge and skills is presented by the personal component. The system-forming professional quality that determines the development of all other components of the personal component of readiness of future specialists for professional activity in the field of social tourism, as well as integrates all its other components into a single whole, is reflectivity – the ability to understand their activities, assess their own capabilities and personal achievements, as well as conscious control of the results of professional actions and analysis of real situations (Stepanov, 2000; Karpov, 2004; Marshall et al., 2022).

Model of formation of readiness of future specialists for professional activity in the field of social tourism - The formation of the readiness of future specialists for professional activity in the field of social tourism was carried out on the basis of the developed model, which is presented by a set of components and connections among them, which determine the semantic structure of this pedagogical process. The experimental model consists of four parts, which are interconnected and interdependent: 1) socially determined component (social order, purpose, task); 2) theoretical and methodological component (methodological approaches, didactic principles); 3) project and organizational component (organizational and pedagogical conditions, content, forms and methods of training); 4) diagnostic-effective component (criteria and levels of readiness) (Figure 2).

The socially determined component of the model is determined by the social order, purpose and objectives of the process of forming the readiness of future specialists for professional activity in the field of social tourism. Specifying the purpose, the tasks of professional training are aimed at the formation of structural components of this readiness, namely:

Figure 2. Model of formation of readiness of future specialists for professional activity in the field of social tourism



- value-motivational component – the system of motives, needs and values of future professionals;
- cognitive component – professional knowledge as an indicative basis for their future professional activity;
- constructive component – systems of diagnostic and analytical, constructive and project, organizational and technological and social and communicative skills;
- personal component – a set of professional and personal qualities: organizational and volitional, communicative, emotional, mental and reflexive.

The content of the theoretical and methodological component of the model includes methodological approaches and didactic principles. In particular, the process of forming the readiness of future specialists for professional activity in the field of social tourism is based on the provisions of systemic, personality-oriented, activity, contextual and interactive approaches, which determine its basic principles – systemicity and integrity; regularity; sequences; scientificity; interactivity; consciousness; practical orientation; educational integration and meta-subjectivity; creative activity, reflexivity, etc.

The project and organizational component of the structural model covers the organizational and pedagogical conditions, content, forms and methods of teaching. Thus under organizational and pedagogical conditions we understand a set of interconnected and interdependent external and internal factors of educational process which is result of purposeful selection, design and application of elements of the maintenance, methods, and also organizational forms of training for achievement of the set purpose – formation of readiness of future specialists to professional activity in the field of social tourism.

RQ3 The effectiveness of the process of forming the readiness of future specialists for professional activity in the field of social tourism provides a set of such organizational and pedagogical conditions as: updating the content of professional training on the basis of integrative and meta-subject approaches; orientation of practical training for future specialists to gain primary professional experience in the field of social tourism; creation of an environment of active social interaction in the institution of higher education.

The implementation of organizational and pedagogical conditions is carried out through the content, forms, methods and means of teaching. The content of education is based on the

disciplines of general and professional cycles of training future professionals in the specialty 242 "Tourism" and a special course "Social Tourism", built on the principles of integrated and meta-subject approaches. The most common forms of organization of the educational process are lectures, practical and seminar classes, independent and individual work of students, thorough practical training, as well as activities for the organization of social interaction. Among the ways of interaction of the subjects of professional training it is expedient to note the analysis of real professional situations, brainstorming, role games, as well as project, reflective, training methods. This pedagogical process involves the use of teaching materials (textbooks, scientific manuals, dictionaries, encyclopedias, travel catalogs, handouts for tests, surveys and practical tasks), technical teaching aids (presentations, videos) and information resources (Moodle, social networks, specialized travel web resources, personal profiles, etc.).

Criteria, indicators and levels of readiness of future specialists for professional activity in the field of social tourism are reflected by the diagnostic and effective component of the model. To characterize the studied readiness, it also determines the low, medium, sufficient and high level of its formation, which highlight the progress from the elementary and local and constructive expression of signs to their system and constructive and creative manifestation.

Experimental verification of the effectiveness of professional training of future specialists for professional activity in the field of social tourism - To establish the compliance of the results of professional training of future specialists with the requirements for their knowledge and skills (competencies) in the field of social tourism, criteria and indicators were identified that correspond to each component of readiness (Table 2).

Table 2. Relationship of criteria and indicators with the components of readiness of future specialists for professional activity in the field of social tourism

Components	Criteria	Indicators
Value-motivational (VMC)	Motivational (M)	Internal motivation of professional activity and professional development; the need to achieve the goal; humanistic orientation, value attitude to social tourism
Cognitive (CogC)	Knowledge (K)	Formed professional knowledge of: Social and psychological, ethical foundations of activities in the field of social tourism; features of providing tourist services to different social categories of the population; features of socialization of vulnerable groups of the population, their consideration in tourist activity; the essence of inclusive tourism, the requirements for the organization of barrier-free space;

		the essence of tourism for the elderly, the requirements for its organization; basics of organization and management of activities in the field of social tourism; interpersonal and intergroup relations that may affect professional activity; ways of communication of different social categories of the population; social and cultural factors and their impact on the individual, group, community; professional requirements for social tourism specialists
Constructive (ConC)	Skillful (S)	Formed professional skills: diagnostic and analytical; constructive and design; organizational and technological; social and communicative
Personal (PC)	Reflexive (R)	Reflexivity, adequate self-assessment of one's own professional readiness; ability to self-development; sociability; volitional self-regulation (self-management)

The study of the dynamics of indicators of components of readiness of future specialists for professional activity in the field of social tourism and determination of integrative indicator (I_{RPAST}) levels of its formation allowed to state much bigger increase of these indicators with students of experimental group in comparison with students of control group (tab. 3).

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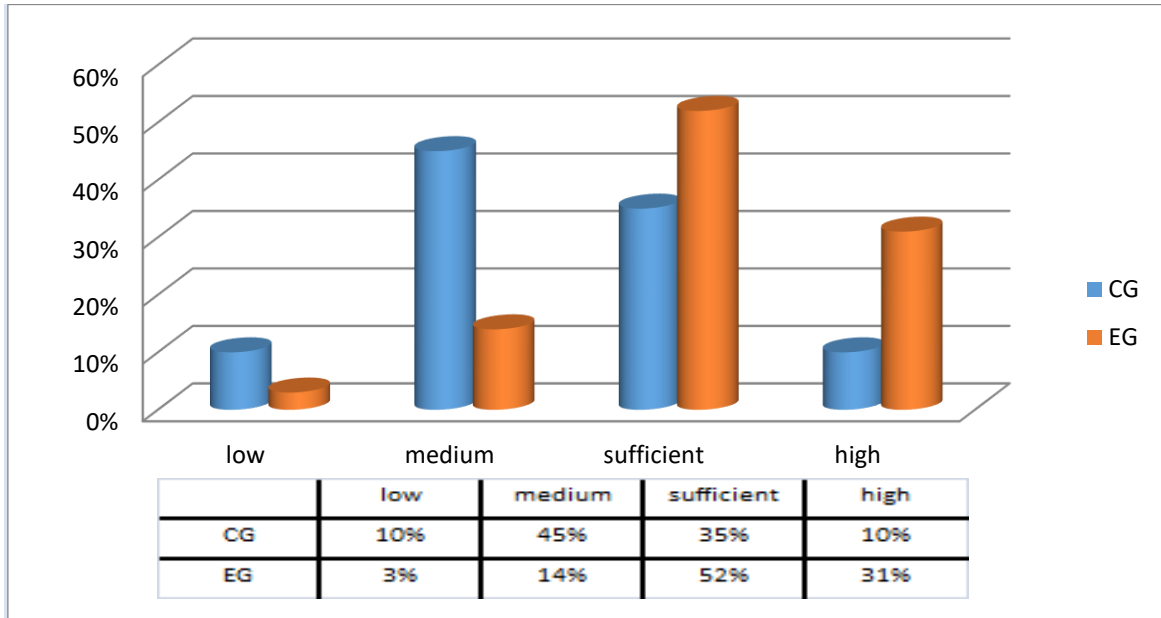
Table 3. Dynamics of averages of the components of readiness of future specialists for professional activity in the field of social tourism and integrative indicator (I_{RPAST}) levels of its formation

	Indicators	Statement stage	Control stage	Increase
EG	VMC	0,40	0,70	0,30
	CogC	0,35	0,67	0,32
	ConC	0,37	0,69	0,32
	PC	0,39	0,68	0,29
	I_{RPAST}	0,38	0,68	0,30
CG	VMC	0,37	0,50	0,13
	CogC	0,37	0,51	0,14
	ConC	0,39	0,49	0,10
	PC	0,40	0,52	0,12
	I_{RPAST}	0,38	0,51	0,13

To illustrate the results of the experiment, Figure 3 shows the ratio of students of the control and experimental groups with different levels of formation of their readiness for future professional activity in the field of social tourism. Comparison of students of control and experimental groups shows that in the latter more than a percentage of people with high and

sufficient levels of readiness for professional activity and less than the percentage of future professionals who are characterized by low and medium levels.

Figure 3. Comparison of levels of readiness for professional activity in the field of social tourism of students of control and experimental groups



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The calculation of the criterion φ^* showed ($\varphi^* = 3,141$) that the value of the criterion is in the zone of significance, and therefore, qualitative changes in the level of readiness of future specialists for professional activity in the field of social tourism of students of control and experimental groups differ significantly in favor of the latter.

CONCLUSIONS

Social tourism is a type of tourism activity that aims to meet the cognitive, cultural, recreational, health and other needs of socially vulnerable groups and is financed from funds allocated for social needs by the state, private foundations, sponsors, tourism enterprises and individuals. The characteristics that determine its essence are the affiliation of tourists to a certain social category; primacy of support of consumers of tourist services over profit; externality and otherness of sources of financing.

The readiness of future specialists for professional activity in the field of social tourism is the goal and result of their purposeful professional training. It is considered as an integrative personal and professional education, which consists of value-motivational, cognitive, constructive and personal components and determines the success in future activities and

further professional development. The effectiveness of the process of forming the readiness of future specialists for professional activity in the field of social tourism provides a set of such organizational and pedagogical conditions as: updating the content of professional training on the basis of integrative and meta-subject approaches; orientation of practical training for future specialists to gain primary professional experience in the field of social tourism; creation of an environment of active social interaction in the institution of higher education.

The proposed model of training future specialists for professional activity in the field of social tourism includes socially determined, theoretical and methodological, project and organizational and diagnostic and effective components that respectively present the social order, purpose and objectives of professional training; its methodological approaches and didactic principles; organizational and pedagogical conditions, content, forms and methods of the educational process, as well as criteria and levels of training. The theoretical validity and practical efficiency of the model are experimentally proven. This is evidenced, in particular, by comparing the percentage of students in control and experimental groups with different levels of formation of their readiness for future professional activity.

In our opinion, the materials of the article provide certain guidelines for training specialists in higher education, help to better understand the importance and comprehensiveness of the tourism profession, raise the issue of ensuring the rights of vulnerable groups, which will ultimately help to solve the problem of tourist industry specialist training in Ukraine.

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