

INTERNATIONAL FACTORS IN THE TRAINING OF TOURISM SPECIALTY STUDENTS IN TURKEY**N. Vasylyshyna**

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Purpose. Perspective-oriented research and analysis of new and changing skill needs in the labour market demand research and analysis at various levels: macroeconomic, regional, local, sectoral, occupational and enterprise levels. Nowadays we hear more about European research into early identification of skill needs but this is still fairly limited and mostly concentrated in specific sectors, trades and occupations characterised by internationalisation, where the mobility of people, jobs and services is high. Tourism is one such sector. Taking into consideration the rate of the tourism professional competences importance for today's university learners, we can identify the main purposes of the survey that are: the first part of the paper deals with figuring modern international tourism trends in Turkey such as medical and wellness tourism, information and communications technologies, diversification of tourism products, impact on qualification and skills development, whereas the second part is going to deal with the description of the modern international tourism skill needs in Turkey, such as vocational tourism education at universities in Turkey, five essential soft skills for careers in hospitality and tourism, recommendations on modern professional training. **Methodology.** We have made an observation on the following aspects: new ways of tourism have been dominated in Turkey (wellness and medical ones); information and communications technologies application in tourism sector in Turkey; diversification of tourism products in Turkish tourism sector.; impact on qualification and skills development in Turkish tourism sector; some sufficient peculiarities of tourism education at universities of Turkey; five essential soft skills for careers in hospitality and tourism in Turkey (empathy and emotional intelligence, teamwork, stress and time management, problem-solving, strategy and innovation) and recommendations on effective tourism specialty training. **Results.** In the frame of research we have proved that: firstly, tourism is very important for the Turkish economy, as it accounts for 5 % of direct employment and proportion of European GDP and has a tremendous multiplying effect over other economic sectors, enjoying forecast stable growth for the future; secondly, tourism has one of the highest labour mobility rates; thirdly, the discussion about new occupations and future skill needs for the sector in Turkey has a particular significance; fourthly, in terms of specific skill requirements, personal and social skills are claimed most frequently in the country; in addition, skills such as capacity to learn and work independently are gaining in importance. Also, we have demonstrated that knowledge of foreign languages and specific knowledge and skills linked to technological innovation and the information technologies' penetration to the sector are often listed as lacking. Also, it was shown that new social trends demand new occupations where sound knowledge in healthcare, both treatment and prevention, is required among those working in the sector of tourism, but traditional knowledge in hospitality and culture is required at the same time, suggesting qualitatively new, highly interdisciplinary. **Originality.** For the first time, we have identified and described four trends and five soft skill needs in tourism education at universities of Turkey. In addition, it is worth mentioning that we have found original and modern in our global world tourism skills solutions by means of creating "Tourism Skillsnet information platform", where different professionals around the globe can share their experiences related to tourism sector. **Practical value.** The presented survey embodies empiric applications because we have prepared sufficient recommendations on modern professional tourism specialty training at universities of Turkey which can be necessary to overcome educational challenges and at the same time are essential to successful training or education in Ukraine as well.

Key words: tourism higher education, Turkey, medical and wellness tourism, the trends, skill needs, globalisation influences, essential soft skills, professional training.

**МІЖНАРОДНІ ФАКТОРИ У ПІДГОТОВЦІ СТУДЕНТІВ
ТУРИСТИЧНИХ СПЕЦІАЛЬНОСТЕЙ У ТУРЕЧЧИНІ****Н. М. Василюшина**

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Виконано спостереження з таких аспектів: в Туреччині переважають нові типи туризму (оздоровчий та медичний); застосування інформаційних та комунікаційних технологій у туристичному секторі Туреччини; диверсифікація туристичних продуктів у турецькому туристичному секторі; вплив на підвищення кваліфікації у туристичному секторі Туреччини; деякі важливі особливості туристичної освіти в університетах Туреччини; п'ять найважливіших професійно-комунікативних вмінь в галузі гостинності та туризму у Туреччині (зокрема емпатія та емоційний інтелект, командна робота, управління стресом та часом, вирішення проблем, стратегії, інновації) та рекомендації щодо ефективного освіти із спеціальності сфери туризму. У рамках досліджень доведено, що: по-перше, туризм дуже важливий для економіки Туреччини, оскільки на нього припадає 5% прямої зайнятості та частка європейського ВВП та має надзвичайний примножуючий ефект у порівнянні з іншими галузями економіки, користуючись прогнозом стабільного зростання на майбутнє; по-друге, туризм має один з найвищих показників мобільності робочої сили; по-третє, дискусія про нові професії та майбутні потреби в кваліфікаціях для сектора Туреччини має особливе значення; по-четверте, з точки зору конкретних вимог до навичок, в країні найчастіше є вкрай необхідними особисті та соціальні навички; крім того, такі вміння, як здатність вчитися та працювати самостійно, набувають все більшого значення. Також продемонстровано, що знання іноземних мов,

конкретні знання та вміння, пов'язані з технологічними інноваціями та проникненням інформаційних технологій у цей сектор, часто є відсутніми. Також було показано, що нові соціальні тенденції вимагають нових професій, де необхідні ґрунтовні знання в галузі охорони здоров'я, як лікування, так і профілактики серед працівників, які задіяні в секторі туризму, але традиційні знання з питань гостинності та культури потрібні одночасно. Вперше визначено та описано чотири тенденції та п'ять потреб у навичках туризму в університетах Туреччини. Крім того, варто згадати, що знайдено оригінальні та сучасні рішення у нашому глобальному світовому щодо кваліфікацій з питань туризму за допомогою створення «Інформаційної платформи туризму Skillsnet», де різні професіонали по всьому світу зможуть поділитися своїм досвідом, пов'язаним з туристичним сектором. Представлене дослідження містить емпіричні результати, оскільки підготовлено суттєві рекомендації щодо сучасної фахової підготовки з професійного туризму в університетах Туреччини, які можуть бути необхідними у вирішенні освітніх завдань, і в той же час є важливими для успішного навчання і в Україні зокрема.

Ключові слова: вища туристична освіта, Туреччина, медичний та оздоровчий туризм, тенденції, кваліфікаційні вміння, глобалізаційний вплив, основні комунікативно-професійні вміння, фахова підготовка.

PROBLEM STATEMENT. The importance of the tourism sector in Turkey is very high. In regards to the total tourist arrivals to Turkey, it seems that the number of foreign visitors has accelerated rapidly in the last two decades. In 1990, Turkey attracted 4.8 million foreign tourists, which generated an income of \$3.4 billion but reached \$18.2 billion in 2005 with 20.3 million visitors. In addition to this knowledge, when taking into consideration top destinations for international tourism according to international tourism receipts and international tourist arrivals, Turkey has assured its position in recent years due to its cultural and natural attractions as the fourth most important destination in the Mediterranean region and the sixth in Europe after the tourism giants France, Spain, Italy, the UK and Germany [1].

Social and demographic trends as well as changing values in society and consumer perceptions promote the development of new opportunities and products in the hotel, catering and tourism industry. Consequently, the knowledge and skills required to provide services shaped by current social trends become highly interdisciplinary. Multiskilling and new hybrid occupations reflect the trend for new types of tourism products and services – more complex and sophisticated in nature – and the growing demand for functional flexibility in the labor force. In higher education the debate about the role of qualifications in the tourism sector touched on the problem of losing human resources to other sectors' appreciative of personnel from tourism and employers' failure to attract qualified personnel to the sector. Taking into account the need for qualifications from other sectors, the Turkish educators agreed that transversal and hybrid qualifications with a broader general basis might be useful and could lead to new occupational profiles. This paper will describe general trends and tourism specialty students' skill needs as well as regional aspects of diversification as a reaction to consumer demands and external influences [2].

Taking into consideration the rate of the tourism professional competences importance for today's university learners, we can identify *the main purposes of the survey* that are: the first part of the paper is dedicated to figuring modern international tourism trends in Turkey such as medical and wellness tourism, information and communications technologies, diversification of tourism products, impact on qualification and skills development, whereas the second part is going to deal with the description of the modern international tourism

skill needs in Turkey, such as vocational tourism education at universities in Turkey, five essential soft skills for careers in hospitality and tourism, recommendations on modern professional training.

MATERIAL AND RESULTS. *When discussing the trends in tourism*, it is always interesting to start with some facts and figures on the current situation of European tourism. The general outlook for this dynamic sector is, in relation to other traditional European economic sectors, positive and quite optimistic for the coming years. Tourism is generally and globally acknowledged as being one of the few economic sectors that has more than significant growth prospects and is characterised as a catalyst for peace and prosperity.

Despite the increasing competition in overall world tourism, Europe is still the number one destination. It has the highest density and diversity of tourist attractions. If Europe wants to hold this position, the general trends and the skill needs in this sector are very important. The capacity for tourist accommodation in Europe exhibits differences between hotels and campsites. Generally speaking, the hotel sector dominates in most destinations, except some regions in the west and south of France, the north-east of Spain, the coastal areas of Belgium, the Netherlands and the UK. In 2000 there were nearly 200 000 hotels in the 15 Member States of the European Union (EU). Tourism in Europe accounts for more than EUR 800 billion expenditure a year by EU citizens. It constitutes

30 % of the EU's external trade in services and creates potential for up to three million additional jobs (1). Tourism is one of the most important sectors of the European economy; GDP generated by tourism represents already 5 % in the core industry with another 7 % in the related economy. With two million enterprises in Europe, the tourism sector is responsible for seven million jobs in the core industry (or 5 % of the total workforce) and 20 million jobs in total with the related economy (or an additional 8 % workforce). This means that the tourism sector is also capable of creating 100 000 new jobs per year (2) [2, 3].

A significant part of consumer expenditure (12%) is earmarked for tourism. Tourism, however, is still an internal European phenomenon as 87 % of the tourists who visit Europe come from EU countries. Although most travel is still undertaken for leisure, 20 % is for business [2, 3].

So, with the reference to the current situation in Europe, Turkey has adopted the set of trends that are

aimed at causing the peculiarities in preparation of tourism area specialists.

First trend in Turkish tourism sector. New ways of tourism has been dominated in Turkey: wellness and medical ones. *Wellness tourism* means the sum of all relationships and phenomena resulting from a journey and residence by people whose main motivation is to preserve or promote their health. Today, increasing interest in fitness, disease prevention, maintaining good health, new age remedies and alternative treatments to alleviate various types of stress are key motivators behind the use of spas worldwide. The Global Spa Economy Study reported in 2007 that Asia-Pacific had 21,566 spas, 363,649 employees, and revenues of US\$11.38 billion making it the fastest growing spa industry worldwide. *Medical tourism* has been identified as the practice of travelling across international borders to obtain health care. This includes use of hospitals, clinics and spas specialized in fields such as surgery (e.g. heart, liver, kidneys, joint replacement, eye and dental care, cosmetology) and rehabilitation for those recovering from illness or surgery. Besides the lower cost, shorter waiting lists, and the possibility for patients to combine treatment with conventional tourism attractions like climate, regional cuisine, local activities and culture, the growing option to link a medical stay with time in a resort for convalescence makes medical tourism important [4, 5, 6, 7].

Second trend in Turkish tourism sector. *Information and communications technologies* (ICTs) application in tourism sector in Turkey. Effective and high-speed ICT infrastructure and software applications in the HCT industry are crucial for tourism development. ICTs allow customer-management relations and supply chain management to be combined into a single source that facilitates a variety of operations – product selection, ordering, fulfilment, tracking, payment and reporting – to be performed with one easy-to-use tool. ICTs ultimately cut costs by enabling the provider to be in direct contact with the consumer and also impact employment through the need for required maintenance of ICT equipment.

Management within tourism companies use ICTs to undertake a range of tasks that enhance the efficiency of employees in the workplace, notably online reservations. Staff reductions in areas (for example, hotel front offices) where work traditionally took place were projected to have implications for cost savings. Remaining workforces need to work with new technologies for instance, inputting consumer orders into portable devices in addition to traditional tasks (e.g. service or taking reservations). Such changes create a need for multitasking skills which, in turn, leads to necessary adjustments to training programmes [8].

The development of ICTs has also led to changes in demand and supply. A higher demand for flexible, individualized options and quality of information has personalized leisure and tourism behavior; a consequence of increased ICT use. Through new technology and social and economic ratings (e.g. social media platforms like Facebook, Twitter, blogs) customers have the ability to share information and research ratings on destinations, quality of service in hotels and restaurants and environmental and social conditions. A number of ho-

tels (e.g. Marriott Hotels and Resorts, Ritz Carlton Hotels, Hyatt Hotels and Resorts) have strengthened their brand image and communicate directly with their customers by posting links to a press release or promoting a new package through Twitter [2, 8, 9].

Third trend in Turkish tourism sector. Diversification of tourism products in Turkish tourism sector. All sectors of contemporary tourism are dynamic and subject to constant change and evolution, although dynamic change is nothing new to the industry and can be noted throughout its recent history – examples include the development of fast food, the creation of the first, standardized chain hotels, the rise of economy brands in accommodation and air transport, just to name a few. In this, the industry is no different from other sectors of the consumer economy. Changes have become particularly important over the past decade, with respect to the range of products and services offered within hotels and restaurants and these, in turn, have had significant implications for workplace practices and relations.

Key changes in this environment have included: increased focus on financial and operational competitiveness within the formalized, often multinational sector, both at the level of the business and the destination; challenges with respect to consistency in regard to national and international standards relating to operations, service, employment and ethics; and the continuing importance of SMEs within the sector in all countries, many of which operate counter to many of the response mechanisms to change employed by multinational chains – for example, financial imperatives may not always drive decision making; stakeholder relations are frequently driven by personal rather than organizational considerations; application of standards may be idiosyncratic and personalized to the individual customer; employment and opportunity in the workplace may be offered on the basis of traditional and family ties rather than on the basis of objective, professional criteria. [9, 10, 11]

Fourth trend in Turkish tourism sector. *Impact on qualification and skills development in Turkish tourism sector.* Diversification and new tourism products are greatly influenced by demographic change. At the European level, an increasing trend towards new and hybrid occupations has been observed, which reflects the nature of the new products offered by the market and the increasing role of ICTs. As a result of such change, a generation of better informed and technology-literate consumers could benefit from ICTs in order to seek more sustainable and environmentally friendly destinations. On the basis of this behaviour, demand for green tourism products will also continue growing. Demographic or generational change has also affected the access to and use of information. Consumers are making their demands more urgent and expect convenience and prompt action anytime and anywhere.

Since the advent of enhanced use of ICTs, tour operators' functions have also changed: future research on the impact of ICTs on tour operators would assist in developing advanced job-skill training for workers to adapt to new technologies. Higher demand for wellness and medical tourism and the widespread use of ICTs creates a need for multitasking, something that has long

existed in the SME sector. Instead of operating within the traditional tourism environment (e.g. encompassing housekeeping and food service), multi-skilling may require work that impinges on areas such as fitness, beauty and care to cater more specifically to a female clientele.

Therefore, medical and wellness tourism requires specific skills from employees within the HCT sector. Hotels linked to hospitals or spas will respectively need people with knowledge in medical and wellness services. In terms of ICT, there are increasing expectations across all areas in the industry for all employees to be ICT functional in addition to their core responsibilities. Ultimately, they are expected to be able to adapt and adopt new technologies in every aspect of their work. Concerns have been raised about the consequences of these new knowledge expectations and skills requirements for the sector. Will outsourcing be required to update employees' skills to new demands? Will professional trainers specialized in medicine and wellness be necessary to train employees? Some workers readily adapt to multitasking while others have difficulties making this transition. Because consumers today expect highly qualified and motivated employees, continuous training and skills development is needed and expected in all areas of the sector [10, 11].

The skills required in the sector are transversal (e.g. language and communication, customer orientation, ICTs). Development of worker abilities through quality education, training, multi-skilling and the impact of lifelong learning are as important in assisting workers to find good jobs as they are for enterprises to find competent workers who can respond to consumer demands. Additionally, the demand from other branches of the economy that offer better working conditions might facilitate mobility and be one of the causes of high turnover in the industry. However, the high number of SMEs within the tourism sector presents a challenge for new products and quality skills development. The European Qualification and Skills Passport (QSP) for the Hospitality Sector¹ is an example which the European social partners for the hotel and restaurant sector, have developed in the framework of their sectoral social dialogue. The QSP shall allow workers to document their qualifications and skills acquired through education, vocational training and on the job, enable employers to assess the skills and experiences of job candidates from their own and other EU countries, and hence facilitate vocational mobility and a better match of offer and demand in employment in the hotel and restaurant sector throughout Europe. It will be tested in four selected European countries in 2011 [1, 8, 9].

In Turkey there have been a substantial number of studies on the development of higher education in the tourism and hospitality field. However, very few studies provide information and critical discussions on tourism and hospitality higher education in developing countries. As tourism plays an important role in the socio-cultural and economic life of many developing countries, tourism education at all levels plays a key role in securing and maintaining sustainable tourism development. For example, as a developing country, Turkey has become one of the leading tourism destina-

tions over the last two decades. However, studies on tourism development in Turkey often refer to lack of qualified manpower and poor service quality as one of the tourism industry's main problems. It is therefore recommended that, in order for Turkey to improve its competitive advantage, the country needs to invest in tourism education. There have been very few studies in the international tourism literature on tourism higher education in Turkey. Given the paucity of knowledge in this area, the purpose of this paper is to discuss and evaluate tourism higher education in Turkey. Some background information is first provided on the development of tourism in Turkey. The historical development of tourism higher education in the country is then evaluated. Next, the current status, structure, and trends in tourism education are discussed. The paper also discusses future developments in tourism higher education [12].

Changing consumer expectations and behaviour towards environmental issues and climate change give the sector the opportunity to modify its ways to operate in terms of consumption levels, efficiency, and impact on the environment. Through sustainable tourism, innovation and the creation of competitive advantage there is a question if it is possible for companies and destinations to change their approaches to operations and management and to the employment environment within their businesses. Clearly, environmental and sustainable engagement within HCT companies is a collective responsibility of all stakeholders (employers, employees, customers) and there are excellent opportunities to achieve such engagement through consultation and sharing of ideas between all parties. Enhancing the sustainability actions of companies is also an important agenda item within the social dialogue process and is one where employees' contributions can make a real business contribution to the success of the organization.

When discussing the skill needs in tourism of Turkey we are going to emphasize on some sufficient peculiarities of tourism education at universities of Turkey.

- Vocational Tourism Education at Universities in Turkey. Turkey has a vocational tourism education system at associate degree level, graduate level, master level and post graduate level. After finishing the high school, the students enter the central university exam. Candidates either have an opportunity to choose associate degree level or graduate level according to their degrees. The students completing the associate degree programs can make vertical transfer to 4 years universities if they are successful at the DGS (The Exam for Vertical Transfer) [13].

- Tourism Education at Associate Degree Level. According to YIK laws, the associate degree education includes a program of at least 4 semesters based on elementary education. In addition, at some programs, 2 semesters of obligatory foreign language education is added. The aims of associate degree programs are; training of mid-level managers ,training of management trainee , training of qualified personnel. In Turkey, the number of associate degree level High School is 151 and associate degree programs related with tourism are: Tourism and Hotel Management, Sailing and Yacht Management, Cooking, Tourism Guiding, Food Tech-

nology, Tourism and Travel Management, The Host and Hostess Gastronomy and Culinary Arts, Ready Meals and Cooking [13].

- *Tourism Education at Graduate Level.* Graduate education includes at least 8 semesters of program which is based on elementary education. Additionally, at some programs, 2 semesters of foreign language education is given. The graduate degree programs related with tourism are: Accommodation Management, Travel Management and Tourism Guiding, Food and Beverage Management, Travel management, Tourist Guiding, Tourism Management, Accommodation Management and Teaching, Travel Management and Tourism Guide Teaching [13].

- *Tourism Education at Master and Post Graduate Level.* The Council of Higher Education has established certain rules and regulations for opening and running master's and doctoral programs. For example, university graduates need to obtain a minimum grade in the Postgraduate Education Examination (LES) if they want to study at the postgraduate level. It is also essential for them to have a minimum grade in the Inter-Universities Language Exam (UDS) to prove that apart from Turkish, they are also proficient in a foreign language, mainly English. Universities that offer master's and doctoral programs advertise their quotas for each program annually, usually in August or September. Interested university graduates can apply to enter these programs on the basis of their LES and UDS exam results, as well as their degree grades for master's programs and master's grades for doctoral programs. Further to their application, they may further need to take a university-based written and/or oral qualifying exam [12, 13].

Operational and service standards and the criteria employed to measure them lack any form of international comparability except through the branding schemes employed by multinational enterprises. This has a negative impact on consumers but also on employees with respect to vocational mobility and the relevance of their qualifications and experience in the industry.

A gap can be observed between perceived industry needs and the outcomes of training. The HCT sector depends heavily on soft skills including language and communication skills, courtesy, ethics, friendliness, good behaviour, discipline, conscientiousness, self-confidence, adaptability, creativity and punctuality. Some of these skills can be enhanced through training, along with other more specific technical and occupational skills. There are also gaps in the capabilities of management within the industry. These are frequently addressed with little success through training in HCT institutions. There is a big question what steps can be taken at national and international levels to enhance the quality of training within public and private sector schools and colleges and to support the HCT industry in upgrading its in-house training capability.

Effective social dialogue, alongside a well-managed employee appraisal system within companies, can enable the development process for workers at all levels to operate in a manner that better meets the needs of companies and of individual employees. Education and training can consist of the promotion of individual de-

velopment, the need to advance knowledge and to be practical and relevant to the business requirements of the sector. Even though it may be debated what exactly should be taught, in general tourism training helps understanding the phenomenon of tourism and becoming more managerially oriented. Vocational education and training provides personalized knowledge for human capital. It supports the ability to learn and of lifelong learning. In the long term it has the capacity to improve the productivity of labour, especially within SMEs [14].

Tourism is still a very specific sector, so specific knowledge about the sector is required. For the workforce, however, there are still general and basic skill needs for everybody. For example, lack of knowledge of foreign languages has been recently recognised by national tourism organisations of some European countries as a lasting problem and even as a competitive disadvantage. Entrepreneurship – a concept still vaguely defined – is taken more actively on board by education providers who are working on this notion and thinking of implementing this even at the compulsory school level. There are also specific skill needs defined by labour category. At management level, these are rather transversal skills, hence tourism managers often have an educational background in accountancy, marketing, law, economics, etc. Nevertheless, managers are expected to possess the following skills and competences: computer skills, business and strategic planning, strategic alliances, management skills, management through visions and values, yield management, accounting, product development, innovation, human resource management, destination management, project management, management skills to cope with globalisation influences, change management, marketing and sales skills [14, 15, 16].

When researching qualification competences of modern tourism professionals in Turkey we have figured out *five essential soft skills for careers in hospitality and tourism* in Turkey.

Essential soft skill for careers in hospitality and tourism "Empathy and emotional intelligence". It goes without saying that digital transformation carries the future of the hospitality and tourism industry, but this does not mean the industry will become depersonalized. On the contrary, investing in human capital is key to finding innovative solutions in an ever-changing scenario. People determine the success of an organization and, if this holds true across all fields, it is even more important for service-based industries like hospitality and tourism [17].

Essential soft skill for careers in hospitality and tourism "Teamwork". Among specific qualifications demanded by a wide range of host companies and organizations, the ability to integrate into the existing team is often considered essential when choosing a candidate. In order to satisfy this need, IULM's internship and placement department offers a counseling service aimed at supporting and preparing students for the interview process, and to ensure appropriate mentoring during the internship. Cristina Sottotetti, IULM internship and placement director, explains that they help students improve their personal skills, which are necessary to achieve professional success [17].

Essential soft skill for careers in hospitality and tourism “Stress and time management”. Hospitality managers will often work on several things at once, managing a heavy work load at a fast pace. It’s easy to let your emotions run wild when you are asked to do several things at once over a short time span and forced to deal with unexpected problems... For careers in hospitality and tourism, you need to be prepared to multi-task and remain cool and collected if you are to achieve greater efficiency and customer satisfaction [17].

Essential soft skill for careers in hospitality and tourism “Problem-solving”. Whether you’re dealing with a difficult client or faced with internal issues, the ability to think on your feet and suggest feasible solutions to problems is one of the most valued soft skills for careers in hospitality and tourism, and certainly a determining factor when it comes to professional success. Whatever your specialty, you will need to learn how to manage a crisis, from identifying the problem to evaluating how well you did and what could be improved in future.

Essential soft skill for careers in hospitality and tourism “Strategy and innovation”. Hospitality and tourism HR managers tend to favor candidates who are allergic to the “if it ain’t broke don’t fix it” mantra and will go the extra mile to innovate. “At Starwood [Hotel and Resorts],” explains Arianna Agresti, Starwood Milan Area HR Supervisor, “we look for talents with strong team-working skills and this is yearly measured through our apposite survey.” She adds, “Among strategic and innovative skills we mention the ‘going beyond borders’ attitude: the ability to keep looking for new opportunities and solutions even if there are established procedures.” [17]

Finally, with the reference to the trends and skill needs in the tourism students’ preparation of Turkish universities, we have come up with some recommendations on modern professional training which can be handy as well as fruitful in the educational tourism area in Ukraine.

In order to sound clearer, being aware of challenges and trying to overcome them are essential to successful training or education. Some our useful suggestions for tourism include:

- make the learning process job-related;
- where possible, apply the mentor model;
- get strong support from both management and workers;
- try to integrate learning in the career path of the employee;
- embed the learning process in a strong framework supported by the organisation or company;
- include basic skills (language, behaviour, culture, organisation) in this learning process;
- the whole process needs passion, or at least motivation, with continuing stimulation from both sides;
- learning plans need to be transparent to the users;
- learning (still) needs to be fun for everybody;
- it is very important to establish goals and measures to evaluate results and outcomes;
- importance of social dialogue is not to be neglected;

– partnership in general is crucial for the success of every kind of learning process.

CONCLUSIONS. Grounded on the investigation findings, we can conclude that the main problems in tourism of Turkey are: low pay, very high demand for staff flexibility and mobility, high staff turnover, high share of informal employment arrangements and persistent skill shortages. At the same time, qualifications from tourism are much appreciated by other sectors thanks to many transversal skills in demand across occupations, such as customer orientation, interpersonal and intercultural communication.

Various research attempts to identify skills and qualifications in tourism have demonstrated that the development of this service sector is mainly shaped by social trends such as changes in leisure time preferences, increased individualisation, demographic shifts and raised health awareness. These trends proved to be common for Turkey with European and other countries.

To conclude, in some respects, the employment landscape in the HCT sector, particularly in relation to training and development, has not changed radically as a result of recent economic turmoil. Notwithstanding the complexity, fragmentation and diversity of the sector, it has long been recognized that education, vocational training, training upgrades and HRD are key requisites for the operational effectiveness of the sector. Nevertheless, workers tend to have limited professional qualifications and, except among large operators, opportunities for on-the-job training could generally be enhanced, in particular for women employees who have long been in the lower echelons of the industry.

Because the competitiveness and productivity of the industry depends on the skills level, the professionalism, the commitment, passion, loyalty and soft skills of the workers, training and skills development remain a priority within the sector. The challenging work environment presented by HCT also enhances the value of social dialogue in the workplace and, where such processes are formalized, they create real opportunities for constructive collaboration within major HCT companies.

At the same time, the central role of SMEs within the sector makes the application of universal and formalized social dialogue difficult to achieve; new and creative forms of social engagement need to be developed to match the operating reality of the small HCT company. This could take the form of regular consultation between owners/managers and workforce representatives as well as surveys of employee satisfaction and attitudes in order to highlight worker concerns.

At the same time, it is necessary to recognize that such responses are not universal and that more traditional practices remain widespread in the sector, challenging aspirations towards the achievement of decent work throughout the sector. Many of the principles of decent work have proved particularly challenging for SMEs and operators in less developed regions of the world.

A number of international and European research and analysis activities into identifying skill needs for tourism have already taken place. Activities of such bodies as the World Tourism Organisation, World Training and Tourism Council, International Labour

Organisation, Tourism Unit of the Enterprise General Directorate of the European Commission, and European Travel Commission have been very important in shedding some light on which skills and competences will be required by the tourism sector. It is, however, important to bear in mind that for the listed institutions, skills and training issues are not the primary focus of their activities. Research in these subjects is normally linked to broader sector analyses [18].

In spite of the fact that many research activities into skills issues in tourism are taking place in Turkey as well as in Europe and worldwide, research in early identification of skill needs in the sector with a longer-term perspective are still exceptionally rare. To our mind, the further researches in identifying tourism area specialists' skills and competences can be made in the way of creation so called "Tourism Skillsnet information platform", where different professionals around the globe can share their experiences in tourism sector. Finally, *Tourism Skillsnet Information Platform* could be useful in benchmarking various activities related to early identification of skill needs among different sectors.

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МЕЖДУНАРОДНЫЕ ФАКТОРЫ В ПОДГОТОВКЕ СТУДЕНТОВ ТУРИСТИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ В ТУРЦИИ

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Выполнены наблюдения из таких аспектов: в Турции преобладают новые типы туризма (оздоровительный и медицинский); применение информационных и коммуникационных технологий в туристическом секторе Турции; диверсификация туристических продуктов в турецком туристическом секторе; влияние на повышение квалификации в туристическом секторе Турции; некоторые важные особенности туристического образования в университетах Турции; пять важнейших профессионально-коммуникативных умений в области гостеприимства и туризма в Турции (в частности эмпатия и эмоциональный интеллект, командная работа, управление стрессом и временем, решения проблем, стратегии, инновации) и рекомендации по эффективному образованию специальности сферы туризма. В рамках исследований было доказано, что: во-первых, туризм очень важен для эко-

номики Турції, поскільки на него приходится 5% прямої зайнятості і доля європейського ВВП і має незвичайний ефект по порівнянню з іншими галузями економіки, користуючись прогнозом стабільного зростання на майбутнє; во-других, туризм має один з найвищих показників мобільності робочої сили; в-третьих, дискусія про нові професії і майбутні потреби в кваліфікаціях для сектора Турції має особливе значення; в-четвертих, з точки зору конкретних вимог до навичок, в країні зазвичай є дуже необхідними особисті і соціальні навички; крім того, такі вміння, як здатність вчитися і працювати самостійно, набувають все більше значення. Також, продемонстровано, що знання іноземних мов, конкретні знання і вміння, пов'язані з технологічними інноваціями і проникненням інформаційних технологій в цей сектор, зазвичай відсутні. Крім цього було показано, що нові соціальні тенденції вимагають нових професій, де необхідні глибокі знання в області охорони здоров'я, як лікування, так і профілактики серед працівників, задіяваних в секторі туризму, але традиційні знання по питаннях гостеприємства і культури потрібні одночасно. Вперше було визначено і описано чотири тенденції і п'ять потреб в навичках туризму в університетах Турції. Крім того, варто згадати, що знайдено оригінальні і сучасні рішення в нашому глобальному світі стосовно кваліфікації по питаннях туризму шляхом створення «Інформаційної платформи туризму Skillsnet», де різні фахівці по всьому світу зможуть поділитися своїм досвідом, пов'язаним з туристичним сектором. Представлене дослідження містить емпіричні результати, поскільки були підготовлені важливі рекомендації по сучасній професійній підготовці сфери професійного туризму в університетах Турції, які можуть знадобитися при вирішенні освітніх завдань, і в той же час є важливими для успішної освіти і в Україні зокрема.

Ключові слова: вище туристичне освіта, Турція, медичний і оздоровчий туризм, тенденції, кваліфікаційні вміння, глобалізаційний вплив, основні комунікативно-професійні вміння, професійна підготовка.

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