

1.2 Psychological aspects of professional competence formation of future tourism specialists

Current trends in the development of the tourism industry require the updating, which will be focused on improving the quality and humanization of the training process for tourism specialists. We have to point that, the society of the third millennium needs a fundamentally trained, educated specialist who is able to clearly define and flexibly delineate the directions and content of his professional activities.

The need to study the problem of development of professional competence of tourism specialists is attributable to new trends in the information society associated with the accumulation of scientific knowledge and the need to find effective mechanisms for their transfer and use. In this context, the need to develop and update fundamental aspects of the theory and methodology, which is confirmed by the Laws of Ukraine "On Education", "On Higher Education", "On Tourism", etc. [46, 47, 48]. Thus, the Law "On Education" states that the main purpose of education is to ensure the holistic development of the personality, his physical, intellectual and creative abilities through education, training, socialization and the formation of the necessary life skills [46]. The Law of Ukraine "On higher education" the creates conditions for combining education with science and production in order to prepare competitive human capital for the high-tech and innovative development of the country, self-realization of the individual, ensuring the needs of society, of the labor market and the state in qualified specialists [47]. The Law of Ukraine "On Tourism" presents the main methods and goals of state regulation in the field of tourism, the main priority areas of state policy in the field of tourism. The state declares tourism one of the priority areas of economic and cultural development [48].

The content of the educational process is considered not only as a system of knowledge, skills, attitudes, creative experience, but also competencies, which provide a diverse development of mental and physical abilities, worldview, values, morality, the development of the personality. The content of education is designed to provide the formation of a set of integrative personality traits at a level that meets the capabilities

and patterns: curiosity, activity, emotional sensitivity, communication, ability to solve intellectual and personal problems.

The current model of training future tourism specialists has a subject-centric nature and is unproductive, because the modern industry of tourism needs a professional, personality-oriented researcher, who is able to creatively do his activities. The competence-based model arises from professional education modernization aimed at preparing the individual for life, identity formation, as well as general preparation for the fulfillment of the whole range of social functions. As a result, there is a shift in the assessment of educational outcomes from the concepts of "education", "good breeding", "preparedness" to the ideas of "competence" and "competency". Professional competence covers the field of knowledge and methods of forming a set of skills and determines the dependence of the development of this competence on the quality of professional activity.

Thus, the urgency of this problem is caused by: the changes in the legal aspect of national education, updating the legal and regulatory framework of Ukraine; objective requirements for the development of a system for ensuring the quality of education in educational institutions; society's requirements for tourism specialists capable of self-development and self-education in the innovative professional environment; the need to ensure a high level of interaction between participants in the educational process; the need for a systematic approach to the problem of developing professional competence in the field of industry of tourism; the need for practice in support of the process of implementing a competence-based approach in the professional training of tourism specialists; activation of the role of professional competence, relevant in the context of modernization of modern industry of tourism.

The competence-based education model in defining educational goals and its content is not a completely new phenomenon. The competence-based approach as a subject of scientific research in the higher education system was in the scope of interests of the following scholars: N. Bibik, O. Gluzman, O. Lokshyna, O. Ovcharuk, O. Pometun, O. Savchenko and others. The competence-based education model is being developed by such researchers V. Adolf, T. Gushchyna, N. Kuzmina, L. Mitina,

V. Slastonin, A. Khutorskyi and others [40, 41, 52, 54, 55]. Scientists propose different interpretations of the competence-based approach. N. Bibik emphasizes the necessity of turning the focus from a learning process to learning outcomes in terms of the activity approach ensuring the graduate's ability to respond to new demands of the labor market as well as the availability of adequate potential for practical solutions to real-life problems [40]. O. Gluzman claims the competence-based approach to consist in shifting the emphasis from the accumulation of normative knowledge, skills, and abilities to the cultivation and development of the ability to act pragmatically, to apply individual techniques and experience of successful activity in job-related situations and social practices [41]. According to O. Savchenko, the general idea behind the competence-based approach is competence-oriented education aimed at the complex acquisition of knowledge and practical activity methods through which a person successfully realizes their potential in different life spheres [55].

The transition from theory to practice requires competent thinking from a modern specialist. A competent specialist industry of tourism is characterized by knowledge in his area, personal and humanistic orientation, possession of modern technologies, the ability to integrate with experience, creativity in the professional sphere, the presence of a reflective culture.

In the conditions of the competence-based approach implementation, the problem of improving tourism specialists' professional competence comes to the fore. Tourism personnel's basic qualification characteristics are determined according to the staffing requirements. A tourism specialist's qualification should reflect universal cultural, general professional and professional competence.

In psychological and pedagogical sources there are several approaches to the definition of the professional competence phenomenon, such as pragmatic and functional, axiological, universal, personal and pragmatic [39, 42, 56].

Within the pragmatic and functional approach, competence is described as the unity of theoretical and practical preparedness for professional activity, the fulfillment of professional functions in which basic parameters are set by the functional structure of professional activity.

The axiological approach enables to consider professional competence as an educational value implying the introduction of a person into the universal cultural world of values where an individual realizes him-or herself as a specialist and a professional.

According to the universal approach, professional competence is connected, on the one hand, with a specialist's basic qualification, on the other - it allows individuals to orient themselves in a wide range of issues not limited to specialization. It provides individuals' social and professional mobility, openness to changes and creative pursuit, the ability to fulfill their potential, self-creation, and self-education.

Within the framework of the personal and pragmatic approach, the tourism specialist's personality and activity as a person in the profession are considered through the specifics of teaching involving interaction with and influence on other people.

The competence-based model attempts to enrich an educational process with personal sense. It opposes the psychological approach" ... meaning the reorientation of the educational paradigm from the transfer of knowledge and skills to the creation of conditions for mastering a complex of competences that contribute to the personality formation, the ability to adapt to the conditions ". It is about the education emphasis on education outcomes.

The result is not the amount of information learned, but a person's ability to act in problematic situations. It is possible to distinguish the following principles of this model:

- 1) the principle of knowledge subordination to skills and practical needs;
- 2) adaptation of educational objectives to preparation for life;
- 3) focus on lifelong and self-education.

The concept of the specialist's professional competence implies the unity of their theoretical and practical preparedness to carry out professional activity characterizing their professionalism. In this regard, professional competence is determined by the level of professional readiness for work.

In psychological and pedagogical literature, there is no single point of view on the essence of the "competency" and "competence" concepts. Competency is personal

and interpersonal qualities, abilities, skills and knowledge expressed in different forms and job-related or social life situations.

Nowadays, the "competence" concept has been expanded to include the personal qualities of an individual. Competence means that a person has relevant competency, including personal attitude to it and the object of activity

Competence to covers not only cognitive and operational-technological components, but also motivational, ethical, social, psychologic and behavioral ones including learning outcomes, a system of value orientations. Thus, competences are formed not only during training but also under the influence of family, friends, work, politics, religion, etc. [41].

A necessary component of an individual's professionalism is professional competence. Modern professional competence approaches and its interpretations are quite different. The definitions of professional competence as «in-depth knowledge», «the state of adequate task performance», «the ability to fulfill a task in a timely manner» are prevailing [49, 51]. In order to gain professionalism, it is required to have appropriate abilities, desires and personality traits, a willingness to constantly learn and improve one's skills [58].

The concept of a tourism specialist's professional competence expresses the unity of his theoretical and practical readiness to carry out professional activities and characterizes his professionalism. In this regard, professional competence is determined by the level of manifestation of professional readiness for the implementation of professional activity [45].

There are seven key competences: axiological, cultural, learning and cognitive, information, communicative, social-labor and self-improvement. They do not conflict with the core competences singled out by the Council of Europe and can be implemented in the practice.

The success of professional activity depends on each specialist's ability and skills to mobilize their efforts for systematic mental work, rationally build their activity, manage their emotional and psychological state, unlock their potential, and be creative.

The following is the structure of key competences:

- educational competence lies in the organization and choosing one's own education trajectory, solving the education and self-education problem, the analysis and implementation of experience, taking responsibility for the obtained education;
- research competence consists in obtaining and processing information, reference to different sources and their use, organizing expert consultations, preparation and discussion of different resource types for different audiences, using regulatory documents and their systematization in independently organized activity;
- social and interpersonal competence implies a critical review of some social development aspect, determination of the connection between contemporary and past events, awareness of the importance of political and economic contexts, professional situations, assessment of social events related to health, consumption and the environment, art work and literature understanding;
- communicative competence involves listening and taking into account other peoples' views; speech perception and ability to speak, read and write in several languages; to speak in public, to discuss.

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The structure of the competence of the specialist involves experience (knowledge, skills), orientation (needs, values, motives, ideals), quality (ability to synergetic manifestations, adaptation, scaling and interpretation, self-development, integration, transfer of knowledge from one branch to another). The professional competence includes subject (special), psychological, differentiated, reflexive components.

The structure of professional competence as the result of the training of future tourism specialists is due to its components being the key, basic, special and partly professional competencies, each of which has a cognitive, activity and personal aspect.

The personal component is a system of professionally determined qualities of the personality, abilities, motives, interests that determine the position of the tourism specialists (authoritarian or humane), his professional orientation (the leading motive of which is the care of maximal self-actualization of his personality, self-directedness acting as the need for professional self-improvement, the focus on ever more profound mastery of the subject), professional reflection.

The personal component includes: humanistic orientation, organizational skills, communicative abilities, responsibility, focus on the end result, search of effective ways of cooperation, mobility, creativity, readiness to help colleagues at work, technological awareness of professional actions, the attitude of the tourism specialists to himself, his personal and professional development.

The activity component it includes accumulated professional knowledge and skills, reflects the manifestation of the initiative and creativity, desire to participate in research and experimental work, professional qualities of personality; correlates with the skills associated with the psychological aspect of the personality: communicative, perceptual, reflexive.

The reflexive component of the structure of professional competence of tourism specialists includes the readiness of the specialists industry of tourism to evaluate and self-assess professional activity and the results obtained, to make timely adjustments to professional activities, to carry out analysis and forecasts.

In the professional activity of the tourism specialists intellectual, cooperative, social-perceptual, personal and communicative types of reflection are presented.

Professional reflection carries out design, organizational, communicative, semantic, motivational, corrective functions. Reflexive skills that are characterized by generalization, possessing the property of transfer, and promote the development of other types of skills, provide self-regulation activities and interaction, self-improvement and self-development of the tourism specialist's personality.

In the process of reflection the self-knowledge, self-development and self-regulation of personality are provided. Reflection involves self-control, consciousness of action [50].

In the concept of professional development of the tourism specialists reflection is seen as a means of solving intrapersonal contradictions, the cause of which is inconsistency between "I-real", "I-ideal" and "I-reflexive".

The result of personal reflection is the "image of me" of the tourism specialist as a generalized system of representations of the subject about itself, formed as a result of the processes of awareness of itself in three complementary systems: in the system of professional activity, in the system of professional communication and in the system of personal development.

The systematic exercise of reflexive activity by the tourism specialist helps to establish its professional competence.

According to the definition of the "professional competence" concept, it is proposed to assess the level of the tourism specialists professional competence using three criteria: possession of modern technologies and their application in professional activities; readiness to solve professional problems; the ability to control their activities in accordance with the accepted rules and regulations.

The theoretical and methodical foundations for developing the professional competence of future tourism specialists are concept, model, methodical, psychological and pedagogical conditions, criteria and data of developing the professional competence, methods and shapes of organization the activity.

The concept of development of tourism specialists' professional competence is based on a methodological, theoretical and methodological level. The key idea consists in the application of the concept of systemic, competence and environmental approaches to developing and implementing models and methods of professional competence of future tourism specialists in the system of continuous education, taking into consideration the provisional training and forecasting of the opportunities for further professional growth of the individual.

Methodological level provides continuity and consistency of the process of

professional competence of future tourism specialists, reflects the relationship of the key provisions on the organization of activity and is based on a number of scientific approaches (systemic, competence, environmental) and principles. Systematic approach reflects the overall relationship and interdependence of phenomena and processes of reality, focuses on the need to perceive the phenomena of life as systems that have a structure and operate based on their laws. The essence of the systems approach lies in the fact that relatively independent components are considered not in isolation but in their relationship, development and movement. Competence approach allows perceiving the development of professional competence formation of future tourism specialists as a gradual process of gaining knowledge, practical skills of organization activity work, emotional and value attitude that correspond to the needs and requirements of the in the society. Environmental approach it provides for the creation of a special environmental management development process, ensures the passage of such basic procedures: creating environments; filling inversion environment niches aimed at restoring understanding of the environment. System actions targeted at the environment must convert it into a means of targeting complex personality. Environment discloses these or other possibilities for personal development.

Methodological reference points appear to be the principles of consideration of individual and collective forms of work, outstripping reaction, performance, sequencing, problematic, professional expediency.

The principle of combining individual and collective forms of work. According to the number of participants, the following forms of work can be distinguished: personal (single person or with the participation of two partners who are in different institutions, organizations, regions, countries); paired (between pairs of participants); group (between groups of participants). The modern interpretation deepens this principle associated with personal and individual orientation, relying on the individuality of each person, up to the definition of individual learning paths with the right to choose the level and methods of mastering the programs, with the wider use of computer programs, but with the inclusion of each in collective forms of work.

The principle of productivity is due to the essence of professional activity and its focus on the mandatory result receipt – product creation. The principle of productivity emphasizes the pragmatism of the tourism activity, the obligatory orientation towards obtaining a result that has applied significance. In other words, towards the "product design" of the design process results.

The step-by-step principle is determined by the essence of professional activity, since each issue of organizing tourism activity involves the passage of certain stages. The principle of step-by-step specifies the idea, which is expressed in the definition of stages and resources, means and methods of achieving the result, in the creation of a specific program of action. And each subsequent action is based on the results of the previous one.

The basis of the principle of the problematic is made up of three important interrelated components: the problem, problem task; problem situation.

The principle of professional expediency is one of the basic principles in the development of the tourism specialists' professional competence. The implementation of this principle presupposes a wide variety of content and forms of the activity process.

Practice is the effective criterion for the truth of scientific knowledge, the provisions that are developed by theory and partially verified by experiment. Practice is also becoming a source of new fundamental problems in industry of tourism. Theory, therefore, provides a basis for correct practical solutions, but global problems, tasks that arise in practice, give rise to new questions that require fundamental research.

The choice of the personality self-development principle is due to the need for constant independent work related to the study of the essence and content of professional competence [53].

In order to activate the professional activity of tourism specialists, it is necessary to form cognitive motives; involve in various types of independent work; equip tourism specialists with innovative methods and forms of organizing professional activities.

Such skills as planning, forecasting, modeling, designing are qualitative indicators of the professionalism of a modern tourism specialist.

The methodological level ensures the implementation of a complex of psychological and pedagogical conditions: the presence of a value attitude towards professional activity based on the integration of a personal position and general cultural, psychological, pedagogical, methodological knowledge, updating the individual experience of the tourism specialists; inclusion of the expert in active creative interaction on the basis of "subject- subjective" relations; implementation of differentiated holistic support of the activity of the tourism specialists, which has an analytical nature and involves the development of professional skills and abilities necessary for the independent implementation of professional activities (self-organization, self-regulation), integration of the environment, support for the organization of activities and systemic monitoring of the state of development of the tourism specialists professional competence; motivation for constant professional self-development and self-improvement, reflection of actions at various stages of activity (introspection, self-assessment).

The theoretical level determines the theoretical aspects of the problem of the tourism specialists professional competence development, determines the structure of the tourism specialists professional competence, including the following components: personal, cognitive, activity.

The methodological level provides for the creation of methodological support for the professional activities of tourism specialists, criteria (motivational, cognitive, methodological and operational), indicators and levels of development of professional competence, monitoring of its effectiveness; is based on modern approaches, takes into account the specifics of training and retraining of tourism specialists for the specified type of activity.

We correlate the personal component of the tourism specialists professional competence with the skills associated with the psychological aspect of personality development: communicative, perceptual, reflexive.

The cognitive component is based on the skills that ensure the theoretical training of tourism specialists: analytical and synthetic (the ability to analyze programmatic documents, identify professional problems and determine the ways to

solve them, the ability to classify, systematize professional knowledge); prognostic (the ability to predict the effectiveness of the selected means, forms, methods and techniques, the ability to apply professional knowledge, abilities, skills in new conditions); constructive and design (the ability to structure and build the activity process, select the content and forms of classes, select methods, methods and techniques, the ability to plan tourism activities).

The activity component includes the accumulated professional knowledge and skills, the ability to update them at the right time and use them in the process of realizing their own professional functions. It also assumes the mastery of research and creative skills by the tourism specialists.

The main concept of development of tourism specialists' professional competence provisions determine that the development of the tourism specialists professional competence will be effective if a multi-level organization of activity: at the strategic level - training of tourism specialists , study of practical experience presented in the media and periodicals; at the tactical level - changes in approaches to the organization of professional activities, methodological training of tourism specialists; at the operational level - direct organization of training of tourism specialists, updating methods and techniques of professional training; updating the content of training modules; the use of diagnostic systems for the purpose of monitoring the quality of the organization of activities.

One of the key concepts of organization of activity is the function. We single out the following functions the tourism specialists' professional competence: gnostic, prognostic, organizational, communicative and reflexive. The criteria of a professional orientation are the emotional and cognitive attitude to professional activity; activity of experts in preparation for professional activity; cognitive and active attitude to the formation of professional independence.

Levels of development of the tourism specialists' professional competence: admissible, productive, creative.

Analysis of scientific research and requirements for the level of professional training of future tourism specialists allowed us to identify the main qualities of the

person and structure them by four components [44, 56]. Communicative component is communicative compatibility, ease and confidence in communication, psychological contact, ability to conduct a dialogue with subjects of professional communication, flexibility in mastering new roles in the group, kindness in communication, social and communicative individuality. Organizational component is openness, self-management, motivated activity, proactivity in creating a barrier-free environment, authoritarianism, tolerance, reflexivity. Gnostic component is the general culture of the individual, critical thinking, independence in learning new things, ability to find and vary new knowledge, ability to generalize professional and social experience, cognitive activity, information culture. Constructive component is a sensitivity to changes, ability to design one's own activities taking into account professional standards, ability to correct own actions and behavior, ability to search and choose alternatives, purposefulness and perseverance in construction of professional activity, ability to design a barrier-free space, pluralism, etc.

Comparative analysis of scientific research on allowed us to highlight the qualities of a modern specialist: future-oriented outlook and strategic goal setting; creativity and sensitivity to changes; purposefulness and ability to learn “throughout life”; determination and organizational insight; general and social proactivity; willingness to cooperate. Let's reveal the essence thereof.

A future-oriented outlook and strategic goal setting: this quality allows one to create an image of a new, not yet realized future, and present it to the followers.

Sensitivity to changes and creativity: this quality provides an opportunity to choose the most optimal solution for each situation and involves reasonable risk, readiness to overcome obstacles, internal motivation, tolerance for uncertainty, readiness to oppose the opinion of others.

Purposefulness and ability to learn “throughout life” implies orientation to the result and ability to choose different routes to achieve it. It allows the person to choose different ways to reach their goal while always keeping it in mind.

Willingness to cooperate: this quality of implies a clear awareness of one's own goals, courage of desires, openness of self-expression, ability to influence others.

Determination and organizational insight: ability to foresee and competently manage events, plan and carefully consider all future measures, ability to bring the activity process to perfection, to organize it so that it becomes maximally effective with a minimum of invested effort.

General and social proactivity: social proactivity is high activity and responsibility for one's life, for every day, minute and moment; this quality implies that the one's life does not depend on the surrounding environment, the state, beloved persons, but is a direct consequence of certain decisions and choices, and for this purpose the specialists must hold the initiative.

Preparation of future tourism specialists for the formation of professional qualities requires such completed components as a knowledge base, a system of actions and values that ensure their practical implementation, namely: theoretical component, organizational and practical component, and value-oriented component.

The theoretical component consists of the unity of methodological, theoretical and technological knowledge that integrates special (professional) knowledge and the ability to use it when solving professional tasks. It is manifested in the following indicators: awareness of theories, manifestation of professional qualities, and factors affecting the formation of professional qualities; awareness of the essence of the concept of professional qualities, their indicators and features of manifestation.

The organizational and practical component includes the presence of an educational environment, which allows formation of professional qualities based on the features of their manifestation; ability to control, adjust and use the factors affecting the implementation of personal professional qualities; ability to find and effectively operate forms and methods in future professional activities. It provides future tourism specialists with the ability to forecast, plan and design their own activities, choose behavior, make decisions, predict their consequences and bear responsibility.

The value-oriented component involves the formation of values and meanings as one of the most important socio-psychological mechanisms for the formation of relationships among future tourism specialists, their attitude to life and their place in it, spiritual freedom.

The system for the development of professional qualities of future tourism specialists provides for the creation of both an appropriate developmental environment (special psychological and pedagogic influences, group interaction in course of training, organization of socially significant activities of future tourism specialists), and a set of tools aimed at the development of motivation for self-understanding and self-improvement, self-development of responsibility as an integral personal quality that is system-forming in regard.

In the integral educational process, the following structural components are distinguished: personal component as a collective subject of the process of interaction of the educational process participants; target component, which is determined by the requirements for the personality and activities of a professional, contained in the model of a specialist, qualifications description, state educational standard, etc.; content component, that includes what is to be learned by future tourism specialists in order to realize the given educational goals; operational and activity component (technologies, forms, methods), which is implementation of educational goals and tasks, carried out through interaction using certain methods, techniques, learning technologies and organizational forms; psychological and pedagogic conditions as a component of the learning process.

To arrange in a higher educational institution an efficient educational process, it is necessary to create motivational (formation in the future tourism specialists of the motivation for active educational and cognitive activities, presentation of their achievements), content (development of proper educational and program documentation, providing future tourism specialists with educational and methodological discipline complexes, didactic materials, methodical manuals) and organizational (time framework and mode of study, organizational structure of the educational process, implementations of active forms and methods of study, interchange of various types of activities, registering of periods of the highest capacity for work, etc.) conditions.

Reflective component also plays an important role in the educational process. Summarizing the results of each stage of training is necessary not only for evaluating

its effectiveness, but also for the development of reflection and introspection as attributes of the personality of the future tourism specialists, as well as for the formation of the need for self-improvement.

Relying on the achievements of social philosophy, philosophy of education, sociology, cultural studies, psychology and pedagogy, the modern system of domestic higher education should focus on creating optimal conditions for the formation of a harmoniously and comprehensively developed personality of a competent specialist, who thinks creatively, is capable of self-improvement and self-realization, has a sense of responsibility, civic self-awareness and activity; create conditions for realizing the personal potential of future tourism specialists in order to optimize social life, stimulate the development of students' need to serve the society and develop professional qualities.

In modern conditions, a graduate of a higher educational institution must not only have professional knowledge, abilities and skills, but also a certain set of professional qualities that allow them to implement their creative potential in practical activities.

That is why the social and psychological conditions of the educational process, which can contribute to the formation of future tourism specialists' professional qualities, should be used in the higher school to full extent. Accordingly, there is a need to identify the main trends, principles, psychological and pedagogic conditions and technologies, that contribute to the formation and development of professional qualities of an individual within the educational process of a higher educational institution.

Involvement of future tourism specialists to extracurricular activities helps achieving the real goals of higher education, since professional abilities cannot always be developed only within the educational process. Educational work in the system of higher education is based on historically formed traditions of world civilization. Its main principles are the generality of the educational space, combination of universal human values with national and regional traditions, respect for work and professionalism, predominance of the spiritual over the material, moral, aesthetic,

ecological and patriotic education, priority of a healthy lifestyle, effectiveness of social interaction, free self-determination and self-realization of the individual.

The need for purposeful formation of professional qualities in future tourism specialists based is manifested as an integral quality of the personality and has a complex structure. This quality is manifested at different levels: situational, as a stable personal quality, and in its most developed form it is the basis for organization of life and construction of the individual's life path. It that has a significant impact on the success along with other factors (high level of knowledge, proactivity, self-confidence, discipline, perseverance, a certain socio-economic status, etc.). Firstly, is considered an integral quality, which is system-forming in relation to the professional qualities of the individual; secondly, a stimulates the development of professional qualities and contributes to the formation of professional competence.

Development of the methodology of professional competence formation of future tourism specialists is based on activity, person-oriented, axiological, system, and competence approaches, as well as the principle of development.

According to the activity approach, the development of professional competence – and, on its basis, of professional qualities – of the takes place under conditions of educational activity during group interaction, which is also very important in the student age. Formation and development of the group, and formation of group values and norms are clearly revealed in the group interaction. Professional context of the activities allows students to discover their own abilities and achievements related to the future profession.

The personally-oriented approach provides for revealing the potential opportunities and abilities of the individual: responsibility, focus on independence, tolerance, creativity, communicative and organizational abilities.

Definition of the axiological approach is based on the fact that in many psychological and pedagogical works, the values of the individual are considered a system-forming factor that determines its self-development. According to this approach, a person acquires moral, aesthetic, cultural values, internalizing and “subjectivizing” them. The values and convictions of the individual encourage them to

act responsibly; this is the formed need of the individual to be the author of their own life.

Based on the principle of systematicity, development of a certain system of personal qualities, is considered a holistic process, the properties of which are not reduced to the properties of its individual lines, directions, and components. At the same time, the professional qualities of the individual unites into a single systemic formation, ensuring its development in the direction of humanistic, oriented on the highest model of social morality, and responsible professional.

The process of professional competence formation and its components is considered the basis of development of the entire system of professional qualities of the individual, its system-building factor.

A competent approach to the development of professional qualities of the individual is manifested in the fact that, when organizing educational activities, it makes it possible to consider the development of professional competence of future tourism specialists as a step-by-step process of acquiring professional knowledge, practical skills in organizing activities and experience in emotional attitudes towards subjects and methods of activities that meet the needs of society. It is also important to deepen self-understanding and self-knowledge of the individual based on internal dialogue and reflection as a psychological mechanism.

Since mental phenomena are multidimensional, then, according to the principle of development, development of tourism specialists qualities of the individual is considered in two systems of measurement: in dynamic and static dimensions. The dynamic dimension of the studied phenomenon involves considering it as a process, and describing and justifying it in terms of functioning. In this regard, the development of some qualities appears a subsystem of the process of personality development as a system. In addition, the procedural plan needs to take into account those driving, determining forces that trigger and support dynamic changes in the investigated phenomenon.

If we are talking about a static dimension of development of professional qualities, then a certain result of this process is assumed as a moment of formation and

development. The principle of development is also revealed in the fact that the development of professional qualities of future tourism specialists is considered as a process; all changes in the system of psychological qualities of the individual are irreversible, since they are understood as a subsystem in the system of personal development, which is always carried out under new conditions, at every new stage, based on previous system qualities.

Generalization of researches dedicated to psychological and pedagogic technologies, which are most effectively used for personal development, allows us to feature the following types of technologies: integrative, which involve the integration of knowledge and skills from various educational disciplines, various types of activities and forms of organization of the educational process; gaming, aimed at forming future specialists' ability to solve creative tasks: business and role-playing games, simulation exercises, gaming design, solving practical tasks; trainings, that ensure development of individual algorithms for solving creative tasks; dialogue trainings, which are aimed at the development of dialogic thinking in the subject-subject system.

Analysis showed that under conditions of training and gaming technologies, favorable conditions are created for the development of the individual's need for development of their professional abilities, for studying the rules and mechanisms of social and psychological influence in practice, for mastering professional skills. With regard to the development of professional competence formation training also has significant opportunities, since it activates the process of reflection; interpersonal interaction in the group and feedback stimulate the development of social responsibility of the individual.

Motivation of participants to develop professional qualities is one of the internal factors of personal activity. That is why significant attention is paid to the development of achievement motivation, stimulation of participants to self-development and self-improvement both at the stage of group formation and within the training process.

One of the main mechanisms of self-development is reflection, the importance of which is emphasized by the vast majority of researchers.

In order to develop future tourism specialists' reflection, during the classes special procedures are used; they are based on feedback and self-analysis of participants within the educational process, reflecting the results of self-knowledge, self-observation, awareness of the processes of group interaction and their place in the group structure.

One of the important conditions for the formation of professional qualities of future tourism specialists is the creation in training interaction of a developmental personality-oriented environment, which is characterized by relevant characteristics aimed at developing responsibility as the basis of professional. Interaction between the individual and the environment has a dual direction: on the one hand, the individual, when acting, affects the environment, changes it; and simultaneously they change themselves.

At the same time, the future specialists enters the environment of the institution of higher education, which has a socio-professional nature, micro-environment of the educational and training group. Due to the specifics of the microclimate and the directed influence, educational environment has an impact on the development of personal qualities of future tourism specialists.

Of professional competence formation of future tourism specialists it was carried out in three directions: during lectures on professional disciplines; during practical and seminar classes in professional disciplines; during extracurricular activities.

Effective measures for forming students' professional competence in the introduction of the defined psychological and pedagogic conditions: motivational and value orientation of future professionals to successful professional activities by providing positive experience of achievement and success in specially modeled situations; ensuring the acquisition of practice-oriented, integrated knowledge on the basis of cognitive activation of future tourism specialists and their critical interpretation of educational material; application of personality-oriented technologies aimed at formation of applied professional skills in future professionals; formation of a set of integrated knowledge, skills and abilities, aimed at the development of emotional

intelligence resulting from training exercises in reflection (understanding and awareness of emotions) and emotional impact.

In order to form the professional competence formation of future tourism specialists, review lectures, seminars, discussions and practical training sessions were conducted; the content was determined by the need to form a certain applied professional skills. Methods for developing professional qualities in students in practical training-type classes were a variety of practical exercises, brainstorming, business and role-playing games. Special work was organized to activate future tourism specialists and make them critically comprehend the educational material to provide in-depth knowledge of professional and the formation of their own the professional competence. The content of tasks ensured the implementation of the integrative and aim-orientating function.

Principles of organization of activity are the following: timeliness, scientificity, systematicity, complexity, and others.

The professionalism, communicative competence, professional activity and, accordingly, professional reflection are an indispensable condition for the personal development of a future tourism specialists. Personality-oriented learning, in addition to the competence approach, will significantly improve the quality of training of a future tourism specialists by diversifying the methods and tools, more active introduction of innovative educational technologies and gamification methods. Professional mobility of the individual is also important for the successful formation of professional competence – it is an integral part of the socio-psychological structure of the individual.

Among the components of professional competence we should identify the following: organizational and managerial, procedural and socio-psychological competencies – self-diagnostics of future tourism specialists' personal development, introduction of a motivation system, defining competence criteria. Components of a future tourism specialist's professional competence are closely intertwined with the structural elements of socio-psychological competence: general cultural competence, creative thinking, behavioral component, which allows to develop an algorithm of

actions in case of non-standard pedagogical situation; motivational component (expansion of social interests, focus on interaction, high level of demands and needs for communication, readiness to show competence, responsibility, etc.); emotional component (humanistic attitude to interaction); high level of empathy and reflection; positive self-concept.

For the successful formation of professional competence professional mobility of an individual – among other conditions – is important, as it is an integral component of socio-psychological structure of the individual. If the individual have professional knowledge, skills, values, speech culture, communication style, analytical, prognostic, design skills needed to perform professional activities, then the communicative component and professional reflection in combination with professional identity and professional activity work for the result and provide a qualitatively higher level of organization of the educational process.

The person who is aimed at success, deeply motivated, leads an active life, is confident in their decisions and actions. Professional qualities is considered as a set of individual-personal and socio-psychological characteristics of the individual.

The components that determine professional qualities: general personal qualities, which form their value system, attitude to people and the world around them; professional behavior that involves mutual understanding, perception, evaluation, etc .; a situation, in which has to act, and which determines the success of their actions. Professional qualities include: general professional qualities, creative qualities, socio-psychological qualities, social-communicative qualities.

The analysis of the current stage of the professional education development allows us to assert that the improvement of the training system and retraining of tourism specialists should be considered not only from the point of view of mastering the theory and practice, mastering psychological concepts, but also from the point of view of high level of their readiness and ability to solve non-traditional professional problems in various situations of the activity process, determining the need for systematic purposeful work to develop the professional competence of tourism specialists, to consideration a psychological aspects of its formation.

Professional qualities of a true specialist do not appear by themselves. These qualities can be formed in the process of training of students in a higher educational institution, focused on the formation of their professional competence. The success of professional training of future tourism specialists depends on the focus of the educational process on the formation of their professional competence.

Therefore, modern higher education must help each future tourism specialist to define themselves as responsible, free in their creative choice, active and proactive personality. At the same time, the key characteristics of forming of professional competence formation of future tourism specialists are personal orientations based on the acceptance of each student's personality as a unique individual, who has their own interests, needs, views, personal values and seeks to exercise the right to choose the path of self-development and self-determination. Competitiveness of a graduate of a higher educational institution as a future specialist largely depends on their active life position and presence of professional qualities. When forming professional competence, it is necessary to take into account the peculiarities of the social environment, specifics of professional activities and the challenges that the future professionals are facing.

Thus, the development of the tourism specialists professional competence is a process that continues throughout the entire professional activity, therefore, it is not possible to determine the time frame of the professional competence formation stages (as, for example, in a higher education institution). At the same time, we distinguish three levels of development of the tourism specialists professional competence: basic (the development occurs at the existing level of professional competence in the individual mode of methodological support); productive (the tourism specialist is an active participant in the education quality assurance system); creative (the development process takes place independently on the basis of self-realization, is of a research and creative nature), at the same time, the process of developing professional competence is viewed as a multi-level one.

The tasks for the developing of the tourism specialists professional competence must be resolved in the process of professional training and retraining, enriching the

level of the tourism specialists professional competence, improving the methodological tools for organizing professional activities and creating methodological support that would maximally take into account the peculiarities of the environment.

It is important for a future tourism specialists to possess universal, professional and personal values, to be endowed with high moral and spiritual virtues, to love the chosen profession truly, to improve themselves and self-develop. A person must be the highest value in the value-meaning hierarchy of a specialist.

The formation of professional qualities of future tourism specialists requires creation of appropriate favorable conditions, directing the activities towards the development of motivation, expanding knowledge in professional activities, developing and including professional skills in one's own psychological toolkit, maintaining a stable position even under the influence of negative life events.

So, the professional competence of tourism specialists is an integral multi-level professionally significant characteristic of the personality and activities of a specialist, based on effective professional experience; reflecting the systemic level of functioning of knowledge, skills, experience, motivation, abilities and readiness for creative self-realization in professional activity. The professional competence of an tourism specialists is the ability to solve professional problems, tasks in the context of professional activity; the stock of knowledge and skills, which determines the effectiveness and efficiency of labor, a combination of personal and professional qualities. It is determined by a motivated desire for continuous self-improvement, a creative and responsible attitude to work. The development of professional competence is the development of a creative individuality, susceptibility to the innovations, the ability to adapt to changes in the environment.

New requirements for the professional education quality imply the need for changes in the organization, content, technology and scale of tourism specialists. The following provisions should be the basis for the formation of professional competence of future tourism specialists: professional qualities should be formed while preparing students for future professional activities throughout the entire period of their studies; a necessary prerequisite for personal and professional development is the humanistic

orientation of the process of preparing students for future professional activity; use of innovative forms and methods, learning technologies, which is a prerequisite for the development of creativity, proactivity and self-dependence; a definitive trend of preparation for future professional activity is the integration of scientific-theoretical, practical and value spheres of students' activity.