

CURRENT STATE OF TOURIST EDUCATION ANALYSIS IN AZERBAIJAN

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Formulation of the problem. Tourism is one of the priorities in the socio-economic development of Azerbaijan. In accordance with the "Strategic Roadmap for the Development of the Specialized Tourism Industry in Azerbaijan", in the near future the republic will receive up to 5 million tourists a year, and every 10 able-bodied citizen will work in the tourism sector in one way or another. Therefore, today, professional tourism education is relevant and in demand. *The aim of the study* is to study tourism education in Azerbaijan for the possibility of increasing the effectiveness of the educational process in the field of tourism and directions for its improvement. *Research methodology.* In the course of the research, both general theoretical methods were used: analysis and synthesis, deduction and induction, generalization of reference and scientific literature, theoretical modeling, methods of grouping and comparison. *The research hypothesis* is based on the assumption that there is a dependence of the cost of restoring the ecological balance on the volume of national non-financial production assets. *Presentation of the main material.* The analysis carried out in the article showed that the tourist services market for its successful development requires the improvement of the tourism education system. *The originality and practical significance* of the study lies in the development of recommendations for improving education in the field of tourism in Azerbaijan. *Conclusions of the study.* Existing educational institutions must come to a common denominator that combines theory with practice. Higher education institutions should be seen as tourism research centers, and tourism professionals and managers should be trained in such schools.

Key words:

tourism, education, educational technologies, qualifications, tourism education, tourism services.

СУЧАСНИЙ СТАН АНАЛІЗУ ТУРИСТИЧНОЇ ОСВІТИ В АЗЕРБАЙДЖАНІ

Постановка проблеми. Туризм – один із пріоритетів напрямів соціально-економічного розвитку Азербайджану. Відповідно до «Стратегічної Дорожньої Карти з розвитку спеціалізованої туристичної індустрії в Азербайджані» найближчим часом республіка прийматиме до 5 млн. туристів на рік, а кожен 10 працездатний громадянин так чи інакше працюватиме у сфері туризму. Тому саме сьогодні професійна туристична освіта актуальна та затребувана. *Метою дослідження* є вивчення туристичної освіти в Азербайджані для можливості підвищення ефективності освітнього процесу у сфері туризму та напрямів її вдосконалення. *Методологія дослідження.* У ході дослідження були використані як загальнотеоретичні методи: аналіз та синтез, дедукція та індукція, узагальнення довідкової та наукової літератури, теоретичне моделювання, методи групування та порівняння. *Гіпотеза дослідження* полягає у припущенні наявності залежності розміру витрат за відновлення екологічного балансу від обсягу національних нефінансових виробничих активів. *Виклад основного матеріалу.* Проведений у статті аналіз показав, що ринок туристичних послуг для успішного розвитку вимагає вдосконалення системи туристичного освіти. *Оригінальність та практичне значення дослідження* полягає у розробці рекомендацій щодо вдосконалення освіти в галузі туризму в Азербайджані. *Висновки дослідження.* Існуючі навчальні заклади повинні діяти спільного знаменника, що поєднує теорію з практикою. Вищі навчальні заклади слід розглядати як дослідницькі центри туристичного туризму, а професіонали та менеджери у сфері туризму мають проходити підготовку у таких школах.

Ключові слова:

туризм, освіта, освітні технології, кваліфікація, туристична освіта, туристичні послуги.

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Problem statement. Tourism is one of the priorities in the socio-economic development of Azerbaijan. In accordance with the "Strategic Roadmap for the Development of the Specialized Tourism Industry in Azerbaijan" in the near future the republic will receive up to 5 million tourists a year, and every 10 able-bodied citizen will work in the tourism sector in one way or another [1]. Therefore, today, professional tourism education is relevant and in demand.

Good theoretical training is the key to high-quality work of a specialist. The days when people with no specific education worked in tourism are over. Without basic knowledge of geography and regional studies, climatic, cultural and historical characteristics of a particular destination and the basics of psychology, a tourism manager is unlikely to be able to competently advise a client, correctly select or compose a tour in accordance with his requests.

University students studying in tourism specialties receive theoretical knowledge in geography, history, culture and art, mathematics, economics and accounting, information technology and others, study foreign languages. Theoretical knowledge, in fact, should form among students and subsequently graduates of specialized universities a general idea of the work of the tourism industry as a whole, individual enterprises and institutions, business planning, technologies for working with partners and customer service, about the features of the formation of tours and the proposal of a hotel product. And already in the process of real work in a hotel, restaurant, travel agency or museum, a graduate must attract the knowledge he has and be able to apply it in practice. Without basic ideas about how the tourism industry lives and works, how its organizing enterprises function and interact, how a tourism product is created, etc., it is impossible to work in this area.

In particular, workers in the hospitality and restaurant sectors must have a clear understanding of the structure and specifics of the hotel or restaurant business. Practical activity, of course, can teach this, but not all at once and not everything.

Analysis of recent research and publications. The problems of the development of

tourism and tourism education are reflected in the works of Azerbaijani scientists and specialists M. Abadov, E. Aslanov, F. Rakhmanov, Ch. Gyulaliev, E. Suleymanov, E. Gojayeva and others.

In these works, attention is paid to the study of the infrastructure of tourism, the social and economic significance of the tourism industry is investigated.

The analysis of various aspects of tourism education is presented in the works of such Russian scientists as., Foreign scientists H. Kovalev A.N., Pogodin V.L., Ponomareva T.V., A.A. Fedulina, Aleksandrova A.Yu., Trusovoy N.M., Trusova A.N., Malysenko K.M. C. Shhu., Jie Wang, Airey, D., Tribe, J. Cooper, C. Veal, A.J. Solnet, D., Pearce, P.L., Olali H., Aydos H, Guzel N., Hacıoglu, N., Kozak, M. A. et al.

However, with a large number of scientific and practical developments in the field of tourism education, the issues of interaction between education and tourism, as well as the results of their synergy are still far from their final solution and require special research in terms of applying their results in the practice of managing the tourism industry.

There is a lack of empirical data reflecting, on the one hand, the needs of the tourism sector in qualified personnel, and, on the other hand, the real possibilities and limitations of the educational sphere for the development of tourism activities.

The purpose of the article is to study tourism education in Azerbaijan for the possibility of increasing the effectiveness of the educational process in the field of tourism and directions for its improvement.

Presentation of the main material. Of course, you can work without a diploma of specialized education - in small travel companies that do not care about their image. There are people who think clearly and competently even without higher education [2]. Therefore, in large companies that have been on the market for at least ten years, much attention is paid to the university from which the applicant graduated. For a large company, it is rather a matter of status and reputation. Also, certificates and diplomas of additional courses are important - it is far from superfluous evidence





that a person is able to learn and grow for the future.

The success of the oil strategy in booming Azerbaijan is already reflected in the non-oil sector. Tourism is one of the most important sectors of the non-oil sector. Since Azerbaijan can fill a significant part of the state budget in the field of tourism, it seeks to develop this sector and make it the most stable and competitive sector of the economy. Azerbaijan is one of the countries with a very high tourism potential. The position of our country both in the natural-geographical and in the modern world has made Azerbaijan an interesting place for tourists.

To increase the number of tourists visiting the country, it is very important to have professional and high-quality human resources. According to experts, by 2023, the need for tourism workers in the country will exceed 75 thousand people. However, the current problem of lack of professional staff is one of the reasons hindering the development of tourism in our country, which has great prospects.

For the training of professional personnel in the field of tourism in the Republic of Azerbaijan, training of personnel is carried out in specialties, reflected in the classification of specialties, approved by the Cabinet of Ministers of the Republic of Azerbaijan.

- from 6 months to 3 years in vocational schools and lyceums of primary vocational education;

- 2-3 years in colleges with specialized secondary education;

- 4 years in universities with a higher bachelor's degree;

- 2-3 years in universities with the highest master's degree;

Doctoral studies prepare highly qualified specialists for 2-3 years.

Thus, in the conditions of the modern market, the heads of large and not very tourist companies are increasingly faced with the problem of "underqualification" of personnel under the conditions of a harsh economic market struggle.

In the field of tourism, large tour operators independently conduct seminars for partner travel agencies and for their staff, preferring to have a teacher on their staff. Some use multimedia tutorials and distance learning sys-

tems. The topics of training, as a rule, cover the peculiarities of sales of popular holiday destinations, the level of infrastructure development of tourist centers, problems associated with the entry of tourists to foreign countries.

Typically, corporations use the following forms of training.

1. On-the-job training. This form of training is the most efficient, as it provides a close connection directly with the process of the employee's activity. Typically, this form is implemented through mentoring and supervision using methods of increasing complexity of tasks, guided acquisition of experience, production instruction, rotation, using an employee as an assistant, delegation of authority - functions and responsibilities.

For Azerbaijan, these problems are even more acute: the science of surviving in tough competition has become in demand only in the last fifteen years - this is exactly how long the developing commercial sector exists in our country. The emergence of professional development of tourism specialists at the corporate level has begun in Azerbaijan.

Vocational schools and lyceums are the initial stage of personnel training in tourism educational institutions. Currently, the following educational institutions operate at the level of primary vocational education:

- Baku Tourist Vocational School,

- Gabala Center for Professional Training of Tourism and Hospitality,

- Vocational Training Center in Ismayilli

According to the Decree of the Cabinet of Ministers of the Republic of Azerbaijan No. 178 dated October 31, 2011 on the approval of the "Classification of primary vocational education specialties" professional specialties related to tourism are (Table 1).

In recent years, world-class events have been held in Azerbaijan. The growing prestige of Azerbaijan in the world also affects the diversity of the contingent of tourists visiting the country. Therefore, programs are being implemented in Azerbaijan to create highly qualified tourist personnel resources.

It was previously noted that tourism education in European countries has a practical bias, and that the subjects taught are kind of key or preparatory for 4-6 months of internship after each semester.

Table 1 – **Classification of specialties of primary vocational education**

Specialty code	Name of specialty group	Name of specialty
030204	Commerce	Travel agent
030208	Catering services	Waiter
		Bartender
		Waiter, bartender, bartender
		Confectioner
		Cook
		Bartender-Waiter
		Hotel receptionist
		Cleaning department employee
030212	Ski tourism	Ski tourism instructor
030213	Instructor	Ecotourism instructor
		National park guide
		Local guide

Source: developed by the author

The problems associated with tourism education can be explained as follows:

- There is no effective legal cooperation between the tourism sector and tourism educational institutions. Inadequate cooperation based on mutual individual efforts, which does not have a legal basis, hinders the implementation of common target functions and the conscious use of available physical and human resources.

- Integration and coordination of tourism education is not ensured. This makes it impossible to perform additional educational work within the framework of the macromodel.

- The curricula are mostly theoretical and do not provide much space for applied studies.

- There is a lack of educational tools and laboratories necessary for high-quality tourism education, as a result of which the information provided during the study is forgotten due to the lack of an attachment to a specific case.

- Insufficient knowledge of foreign languages.

- Lack of qualified teachers.

- Lack of internship programs that ensure the productivity of education and the effectiveness of applied lessons. Students who graduate without an internship find it difficult to adapt to the industry.

- The proximity of universities to major cities, both in terms of providing teaching professionals from this sector and in terms of internship opportunities and applications. Regions lack specialists.

There are other factors that lead to the fact that tourism education is faced with problems:

1. Weak coordination between the educational institution and the enterprise where the internship is taking place;

2. A significant part of the subjects taught are non-specialized, theoretically loaded, of little use for future work.

Conclusions and prospects for further research. According to the results of our research, for the development of cooperation between tourism educational institutions and the tourism industry of our country, we can recommend:

- 1) The relationship between industry representatives and tourism universities should be mutually beneficial. These relationships need to be coordinated and standardized.

- 2) Implementation of exchange programs between tourism enterprises and educational institutions. Under these programs, industry representatives commit to teaching in educational institutions for a specified period of time. At the same time, teachers working in educational institutions can be involved in practical work in the institutions of the industry for a certain period of time.

- 3) In order to meet the expectations of students, steps can be taken by comparing, through surveys, the level of student satisfaction with the proposed curriculum, social and cultural activities of university leaders, etc.

The degree to which student expectations are met will be determined and the quali-





ty of education will be improved by meeting those expectations. Increasing competition to attract more students will require organizations to adapt teaching to the needs of the sector.

4) Establish independent travel awards by educational institutions. These awards can play a special role in encouraging businesses to work together in the local market. Industry representatives as well as students can be awarded in various categories.

The application of European educational standards in the field of tourism in the universities of the republic, not administratively, but directly from the educational point of view, includes clearer elements and radical reforms:

- Improvement of infrastructure, strengthening of material and technical base;
- Attracting as many qualified personnel as possible to training;
- Application of English as the language of instruction;
- Reducing the theoretical load of lessons, increasing the practical load;
- Conducting internships at the end of each academic year;

• Definition of internships in specialties. Those. a student of management specialization should undergo an internship with qualified and experienced managers in a fairly successful enterprise, and not as a waiter or messenger in any restaurant or hotel registrar;

- Preference for practical results in exams;
- To develop the quality of mentors among teachers;
- Provide students with the freedom to choose a subject and teacher;

• Expand the exchange of students and teachers with foreign tourism universities, create maximum conditions for young professionals who can apply their experience in the university, and motivate them to contribute to the university;

• Creation of an international student environment at universities through the exchange of experience with foreign universities.

Thus, existing educational institutions must come to a common denominator that combines theory with practice. Higher education institutions should be seen as tourism tourism research centers and tourism profes-

sionals and managers should be trained in such schools.

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