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THE EXPERIMENTAL VERIFICATION OF PEDAGOGICAL CONDITIONS OF FUTURE TOURISM BACHELORS PREPARATION FOR PROFESSIONAL INTERACTION BY MEANS OF PROJECT TECHNOLOGIES

The article considers the experimental verification of pedagogical conditions for the preparation of future tourism bachelors for professional interaction by means of project technologies. The concept of the study was substantiated, which was that the effectiveness of training future tourism bachelors for professional interaction by means of project technologies will be implemented subject to the application of certain pedagogical conditions, namely: a combination of different types of projects in the preparation of future bachelors in tourism; creating an atmosphere of partnership between lecturers and students in the educational environment of higher education institutions on the basis of a project approach; organization of independent work of future tourism bachelors through interdisciplinary project activities. The study was conducted in three stages. The statement stage gave us the opportunity to analyze the state of the problem research; to form a hypothesis, purpose and tasks of the experiment; to analyze and elaborate the educational-professional program of preparation of future bachelors in tourism in the specialty 242 Tourism, working programs of academic disciplines; to determine the level of readiness for professional interaction of future tourism bachelors; theoretically substantiate the pedagogical conditions for the preparation of future bachelors in tourism for professional interaction by means of project technologies; to establish the quantitative and qualitative composition of the control participants and experimental groups, to analyze the homogeneity of the studied groups; to determine diagnostic tools to identify the level of readiness of future tourism bachelors for professional interaction and to obtain initial data on the actual practice of forming this readiness. A description of the formative stage of the experiment, which provided for experimental testing and implementation in the educational process of higher education institutions of pedagogical conditions for preparing future tourism bachelors for professional interaction by means of project technologies, analysis of the results of control groups. The result of the control phase of our study was a final check of the levels of future tourism bachelors readiness for professional interaction, which showed a change in the distribution of higher education in accordance with all components of readiness. It is concluded that the influence of the realized pedagogical conditions of future tourism bachelors preparation for professional interaction by means of project technologies is a significant factor and a significant element of increasing the level of future tourism bachelors readiness for professional interaction of the experimental group.

Key words: professional interaction, readiness, professional interaction readiness, tourism bachelors, project technologies, pedagogical conditions, experimental research.

Розглянуто дослідно-експериментальну перевірку педагогічних умов підготовки майбутніх бакалаврів з туризму до професійної взаємодії засобами проєктних технологій. Обґрунтовано концепцію дослідження, яка полягає в тому, що дієвість підготовки майбутніх бакалаврів з туризму до професійної взаємодії засобами проєктних технологій буде реалізовано у випадку застосування певних педагогічних умов, а саме: поєднання різних видів проєктів у процесі підготовки майбутніх бакалаврів з туризму, урахування доцільності їх використання; створення атмосфери партнерської взаємодії викладачів і студентів в освітньому середовищі закладу вищої освіти на засадах проєктного підходу; організація самостійної роботи майбутніх бакалаврів з туризму через міждисциплінарну проєктну діяльність. Дослідження проведено в три етапи. Констатувальний етап дав нам можливість уточнити методику педагогічного експерименту, виявити рівні сформованості щодо досліджуваної готовності, отримати вихідні дані щодо реальної практики формування готовності майбутніх бакалаврів з туризму до професійної взаємодії. Подано опис формувального етапу експерименту, який передбачав дослідно-експериментальну перевірку й реалізацію у навчально-виховному процесі закладів вищої освіти педагогічних умов підготовки майбутніх бакалаврів з туризму до професійної взаємодії засобами проєктних технологій, аналіз результатів контрольних зрізів. Результатом контрольного етапу нашого дослідження була остаточна перевірка рівнів сформованості готовності майбутніх бакалаврів з туризму до професійної взаємодії, яка показала зміну розподілу здобувачів вищої освіти відповідно до всіх компонентів готовності. Упровадження педагогічний експеримент дозволив визначити ефективність виокремлених педагогічних умов підготовки майбутніх бакалаврів з туризму до професійної взаємодії засобами проєктних технологій.

Ключові слова: професійна взаємодія, готовність, готовність до професійної взаємодії, бакалаври з туризму, проєктні технології, педагогічні умови, експериментальне дослідження.

The significance of the paper is due to the development of the tourism market, the spread of network business between different sectors of tourism, the growing number of travel agencies, the rhythm of modern life, increasing opportunities for people to travel and use the tourism industry. These factors have become the basis for increasing interest from society and the state to improve the training of future professionals in the field of tourism and the system of tourism education in general. It also caused an urgent need for qualified personnel for the tourism industry, who would be ready to interact with consumers of tourism services, business partners, colleagues, management, interested in establishing a variety of new contacts with the immediate and global environment, effective exchange of information and development of a common strategy and interactions set up for constructive discussion of problems, to be pleasant, self-confident interlocutor, etc.

The above-mentioned factors are mostly a social order for the system of professional tourism education, which has a clear legal framework such as the Law of Ukraine «On Higher Education» (2014); On Tourism (2003); National Qualifications Framework (2011); State target program for the development of tourism and resorts for the period up to 2022 (2013); Strategy for the development of tourism and resorts for the period up to 2026 (2017), which provides for measures aimed at the formation of future bachelors in tourism as carriers of effective forms of professional interaction with the subjects of professional activity.

In connection with the above, the following statements become especially relevant: the problem of improving the preparation of future bachelors in tourism for professional interaction through a deep mastery of the basics of building professional interaction; optimal choice of methods for establishing, maintaining and reproducing professional interaction; solving complex professional problems with the use of innovative mechanisms of interpersonal interaction.

The analysis of basic research and publications. The analysis of philosophical, psychological-pedagogical, professional preparation of the future bachelor in tourism, professional development of personality, formation of readiness for professional interaction shows that various aspects of the researched problem are reflected in the following directions of scientific thought: disclosure of problems of higher tourist education and ways of pedagogy development. tourism (A. Anishchenko, G. Balabanov, S. Grinko, M. Zaitseva, L. Knodel, A. Romanova, T. Sokol, N. Fomenko, G. Tsekhmistrova, etc.); coverage of philosophical, social and psychological-pedagogical aspects of interaction (B. Ananiev, J. Anderson, O. Bershadskaya, M. Weber, N. Volkova, D. Myers, J. Raevskaya, F. Russell, E. Rogova, L. Tkachenko etc.); improvement of pedagogical, organizational and didactic conditions for training future specialists for professional interaction (L. Voloshko, T. Demidova, S. Kozhushko, G. Ruda, Y. Ustyemenko, M. Frolovska, etc.),

in particular in the field of hospitality and tourism Dyshko, O. Polyakova, E. Radygina, S. Sarajevo, O. Tomashchuk, etc.); determining the features of professional training of future bachelors in tourism in higher education institutions (L. Bezkorovaina, N. Bondar, A. Kazmerchuk, O. Konokh, S. Litovka-Demenina, M. Mytnyk, G. Myasoid, etc.).

The significant interest for our study are the works, which reveal the following aspects of the preparation of future bachelors in tourism for professional interaction: the formation of readiness for intercultural communication (O. Baglay); pedagogical conditions of communicative and professional training (M. Cherezova); formation of information culture (T. Zubekhina); preparation for professional self-realization (T. Kolesnyk); formation of communicative readiness (O. Tamochkina); mastering the tourist discourse in the process of professionally oriented learning (Yu. Slezko); communicative-cognitive cases as a means of forming foreign-language professional-communicative competence (M. Klyuyeva), etc.

At the same time, some fundamental problems of training future bachelors in tourism remain underinvestigated. But at the same time they stay almost unpopular in practice due to objective complexity, as well as traditional approaches to education, which continue to dominate [3]. Thus, the current issue of preparing future bachelors in tourism for professional interaction by means of project technologies has not been supported yet either theoretically or experimentally.

The purpose of the article is to test the pedagogical conditions of future tourism bachelors preparation experimentally for professional interaction by means of project technologies.

The statement of basic material. In the context of our study, the term «pedagogical conditions for preparing future bachelors in tourism for professional interaction by means of project technologies» is defined as a set of interrelated and interdependent factors that provide a purposeful process of preparing the future bachelor of tourism for professional interaction by project technologies.

The analysis of scientific and pedagogical literature and experimental work allows us to state that the leading pedagogical conditions for preparing future bachelors in tourism for professional interaction by means of project technologies can be considered as: 1) *combination of different types of projects in training future bachelors in tourism, taking into account their expediency*; 2) *creating an atmosphere of partnership between teachers and students in the educational environment of higher education institutions on the basis of a project approach*; 3) *organization of independent work of future bachelors in tourism through interdisciplinary project activities* [1].

It should be noted that the experiment was preceded by pilot studies, which included a questionnaire survey: lecturers of higher education institutions - to identify their attitudes and determine the level of readiness to use different types of project technologies in the training of future bachelors in tourism; students majoring in «Tourism» in order to find out their opinion on what methods and forms of education they prefer and what place in this list are project learning technologies, the importance of forming readiness for professional cooperation in higher education, as well as determining the level of readiness to participate in project activities. Дослідження перевірки дієвості педагогічних умов було проведено в три етапи.

The determination stage of the experiment was aimed at: analysis of the state of research of the problem; formation of hypotheses, goals and objectives of the experiment; analysis and elaboration of the educational-professional program of preparation of future bachelors in tourism in specialties 242 Tourism, working programs of disciplines «Organization of mass events», «Technology of sale of a tourist product», «Geography of tourism», «Recreation», «Accounting in the tourism area», «Geography of tourism», «Technology of selling a tourist product», «Business foreign language»; determining the level of readiness for professional interaction of future bachelors in tourism; theoretical substantiation of pedagogical conditions of of future bachelors training in tourism for professional interaction by means of project technologies; establishing the quantitative and qualitative composition of the participants of the control and experimental groups, analysis of the homogeneity of the studied groups; determination of diagnostic tools for identifying the level of readiness of future bachelors in tourism for professional interaction and obtaining initial data on the actual practice of forming this readiness.

It should be noted that the following higher education institutions became the basis for conducting experimental research on future tourism bachelors training for professional

interaction by means of project technologies: Alfred Nobel University, Mykhailo Tuhan-Baranovsky Donetsk National University of Economics and Trade, Lviv Trade and Economics, Zaporizhia National University. 309 students majoring in 242 Tourism were selected for the experiment, which was divided into control (158 students) and experimental groups (151 students). In addition, the experiment involved 17 lecturers of the above-mentioned higher education establishments.

After determining the experimental and control groups, we have conducted an input diagnosis using a battery of methods, tests and questionnaires to determine the real initial level of readiness of future tourism bachelors for professional interaction. This toolkit was selected according to the components of the formation of the readiness of future bachelors in tourism for professional interaction and their indicators. These components includes: *motivational*, which includes a focus on interaction, focus on partnership and cooperation, the need for communication, the need for self-improvement; *cognitive*, which included the level of formation of knowledge about the peculiarities of professional interaction; *activity*, which included skills that ensure the implementation of effective professional interaction (perceptual-prognostic, organizational, communicative, reflexive-regulatory); *personal*, which provided for the manifestation of future bachelors in tourism professionally significant personal qualities (contact, stress, ability to reflect).

The diagnosis of the future tourism bachelors readiness levels for professional interaction was carried out in accordance with the developed criteria and indicators using diagnostic techniques for each of the following components: motivational – study of personality orientation (V. Smekala and M. Kuchera – modified method of B. Bass), « Defining the style of interpersonal interaction” (S. Maksimov and Y. Lobeyko); diagnostics of the need for communication (Yu. Orlov), diagnostics of the need for self-improvement (R. Babushkin); cognitive – author’s complex test (single-alternative and multi-alternative test tasks), built taking into account the topics of work programs in the initial disciplines «Technology of tourism product sales», «Geography of tourism», «Recreation», «Accounting in tourism» and a special course «Workshop» professional cooperation in the tourism area»; activity – methods «Scale of self-assessment of the development skills level that ensure the implementation of effective professional interaction» and «Scale of assessment by experts-lecturers of the of development skills level that ensure the implementation of effective professional interaction»; personal – a method of assessing the level of contact (G. Lozhkin and N. Povyakel), a test to determine the stress resistance of the individual (N. Kirsheva and N. Ryabchikova), a method of determining the level of reflexivity (A. Karpov).

It is necessary to mention that the comparative analysis of the obtained data showed that sharp differences in the Experimental Group and the Control Group on the selected criteria and indicators at the ascertaining stage of the experiment were not detected. It should also be added that the process of diagnosis was anonymous, during which a completely favorable atmosphere was created, students were instructed.

We have identified three levels of future tourism bachelors readiness for professional interaction: productive, sufficient, basic.

The elementary level of the future tourism bachelor readiness for professional interaction is characterized by: positive attitude to professional interaction with mostly passive attitude to professional activity, personal interest in interaction on the basis of directive style and style of non-interference in other people’s actions, an unconscious need for self-improvement; formed views on interaction in professional activities in general, episodic, unsystematic knowledge about the nature, conditions, strategies and tactics of building professional interaction, as well as methods of establishing, maintaining and reproducing contact; confidence that they do not require special knowledge of the mechanisms of interaction in interpersonal relationships; lack of understanding of the expediency of choosing an effective style of communication depending on the situation of professional interaction, occasional activity in interaction with classmates, teachers, specialists; insufficient level of development of skills that ensure the implementation of effective professional interaction (perceptual-prognostic, organizational, communicative, reflexive-regulatory); low level of formation of contact, stress resistance, reflection in achieving educational and professional goals.

A sufficient level of future tourism bachelor readiness for professional interaction is characterized by: manifestation of a strong focus on interaction, partial personal interest in

interaction on the basis of partnership and cooperation, with a predominant business style of interaction, partial ignorance of professional subjects; the formation of ideas about the nature, conditions, strategies and tactics of building professional interaction, but this knowledge and ideas are sometimes incomplete; demonstration in most cases of deep and effective knowledge of methods of establishing, maintaining and reproducing contact; partial understanding of the expediency of appropriate mechanisms of interaction in interpersonal relationships, individual problems in the choice of forms, types and styles of communication; possession of skills that ensure the implementation of effective professional interaction (perceptual-prognostic, organizational, communicative, reflexive-regulatory) in the presence of certain errors, copying the stereotypical way of professional interaction; manifestation of insufficient level of development of contact and stress resistance, constant reflection in achieving educational and professional goals.

The productive level of the future tourism bachelor readiness for professional interaction is characterized by: pronounced focus on interaction, personal interest in interaction on the basis of partnership and cooperation, conscious acceptance of subjects of professional activity as interaction partners, expressed need for communication, self-improvement; clear ideas about the nature, conditions, strategies and tactics of professional interaction, deep and effective knowledge of methods of establishing, maintaining and reproducing contact, understanding the appropriateness of appropriate mechanisms of interaction in interpersonal relationships, a creative approach to choosing forms, types and styles of communication; perfect mastery of skills that ensure the implementation of effective professional interaction (perceptual-prognostic, organizational, communicative, reflexive-regulatory), confidence in the application of these skills in practice; high level of contact and stress resistance, constant reflection in achieving educational and professional goals.

Based on the results of the ascertaining stage of the experiment, we made a conclusion about the need for purposeful work on the of future tourism bachelors training for professional interaction by means of project technologies.

The formative stage of the experiment included experimental testing of the formed hypothesis and practical implementation of the developed and theoretically substantiated pedagogical conditions of of future tourism bachelors training n for professional interaction by means of project technologies. Pedagogical conditions were introduced in the experimental group, and the control group worked according to the traditional curriculum.

The implementation of the first pedagogical condition provided for the use in the process of preparing future bachelors in tourism for professional interaction by means of project technologies of the following types of projects: international telecommunication project «Business Foreign Language»); practice-oriented projects «Creating a tourist account in the social network Instagram» and «Creating a tourist account in the social network Facebook» (discipline «Technology of selling a tourist product»); excursion projects “Our University! Our Department! ” («Know our University! Know our department!» In the discipline «Business Foreign Language»); «Sightseeing tour of Dnipro», «Thematic tour of Dnipro», «Sightseeing tour of Kyiv», «Thematic tour of Kyiv», «Sightseeing tour of Kharkiv», «Sightseeing tour of Kyiv» Lviv ”,“ Dnipro – Kyiv route excursion ”,“ Dnipro – Lviv route excursion ”,“ Dnipro – Kharkiv route excursion” (discipline “Geography of tourism”); information (preparation of a report and presentation «Analysis of the tourist office» Join-up «to promote the tourist product of Ukraine in the international market» (in the chosen country); comparison of recreational and tourist zoning by two authors, identifying advantages and disadvantages; selection of data on tourist flows by tourist regions of the world for the last 5 years); game projects «Discussion» Domestic tourism. Travel to Ukraine: pros and cons (discipline “Geography of tourism”), “Sale of a tourist product” (discipline “Technology of sales of a tourist product”); creative projects «Electronic dictionary of terms in tourism» using the program «Multilex 7» (discipline «Business Foreign Language»), «Creation of test tasks in the discipline» Technology of selling a tourist product «using the social network Facebook» (discipline «Technology sale of a tourist product ”).

The implementation of the second pedagogical condition took place through various types of dialogues, discussions, debates, technologies of individual or group support of students (personal example of teachers of higher education, classmates; discussion of the most interesting

and relevant issues in the field of tourism services, discussions on professional development bachelors in tourism, training sessions using verbal and nonverbal means of communication, training-discussions, use of the method of discussion, «Paraphrase», «Microphone»), facilitation technologies (assistance and support through the fact that the facilitator in the process of partnership engaged in various positions: lecturer-consultant, lecturer-moderator, lecturer-coach, lecturer-tutor), etc.

A meeting of the discussion club «Tourist Perspectives» was organized, in order to discuss the most interesting and relevant issues in the development of the tourist services market around the world; problems, features and shortcomings in the development of modern domestic tourism in Ukraine; contradictions in the legislative, economic and legal spheres, which are repeatedly encountered by travel agents and travel agencies when working with their clients. During the meetings of the discussion club the following topics were discussed: «The current state of the tourism industry in Ukraine: development and prospects», «What hinders and promotes professional interaction between a trainee and an experienced specialist in tourism?» etc. The peculiarity of the discussion of these topics was that they were attended by specialists in the tourism area, lawyers, historians, marketers, psychologists, economists, recreationists. Discussion club meetings were held in an atmosphere of live communication and discussion, where participants had the opportunity to express their own point of view, learn new information and at the same time gain practical experience.

The training discussion «Project activity of future specialists in the field of tourism» proved to be effective. The training program was aimed at implementing project activities in the training of future bachelors in tourism, as well as improving the effectiveness of interaction between training participants.

The implementation of the third pedagogical condition was based on the developed *special course* «Workshop of professional cooperation in the field of tourism», which included lectures (12 hours), independent work of students (78 hours).

The organization of self-assessment work during the study of the special course was carried out so that knowledge of academic disciplines («Technology of selling a tourist product», «Geography of tourism», «Recreation», «Accounting in tourism») became the foundation for project activities. The result of self-assessment work was the implementation of an interdisciplinary project, which aims to pass the real stages of design on simple examples using fundamental knowledge of the above disciplines and a special course. A prerequisite for the defense of an interdisciplinary project was the demonstration of a really working product.

In view of this, future tourism bachelors are offered the following interdisciplinary projects: *excursion project* «Tourist Map of Ukraine», *practice-oriented projects*: «Development and implementation of an improved excursion» Journey to Sofia Park», «Travel Agency website design», clients when selling a tourist product in a travel agency (for example, a travel agency «Travel Club»); *information projects*: «Comparative characteristics of prospects for the development of domestic and international tourism on the example of Dnipropetrovsk / Kharkiv region», «Problems of tourism information in Dnipropetrovsk / Kiev region», «Ways to resolve conflicts in tourism (on the example of travel agencies in Dnipro)», «Favorable and unfavorable for tourism seasons in the following countries: Bolivia; Dominican Republic; Indonesia; Singapore; Malaysia; Thailand; Philippines; Egypt; India»; *creative projects*: «Development of measures to improve the system of evaluation and certification of personnel (on the example of a travel agency)», etc.

The effectiveness of the third pedagogical condition was facilitated by the lecturer's use of the *commenting method on the formed connections*, which ensured students' awareness of the connection between academic disciplines, basic methods that ensure integration of one discipline into another, compliance of the developed project with interdisciplinary projects.

The obtained results were analyzed and generalized at the **control stage** of the organization of experimental work

Summarizing the results on the dynamics of the levels of formation of the studied phenomenon is given in table 1; 2 and fig. 1.

Table 1

Change in the levels of readiness for professional interaction in students of the control and experimental groups (in%)

The level of formation	Group of students			
	CG (158)		EG (151)	
	Stage of experiment			
	Ascertain.	Control.	Ascertain.	Control.
Productive	16,13	19,17	16,12	28,85
Sufficient	33,80	38,24	33,48	47,32
Elementary	50,07	42,59	50,40	23,83

Table 2

Dynamics of formation levels readiness indicators change for professional interaction of future bachelors in tourism (in %)

Group of respondents	The level of readiness for strategic management		
	Productive	Sufficient	Elementary
CG (203)	+3,04	+4,44	-7,48
EG (201)	+12,73	+13,84	-26,57

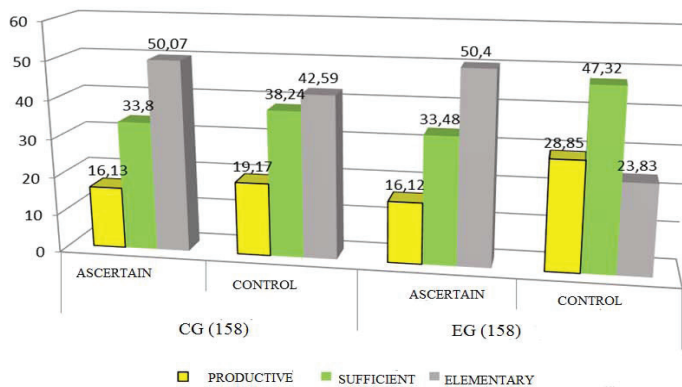


Fig. 1. Changing the indicators of future tourism bachelors readiness levels for professional interaction

Comparative analysis of the results obtained at the stage of ascertainment and the final experimental data allowed tracing the dynamics of the readiness formation levels for professional interaction in students of the experimental group.

Data analysis of table. 1; 2 showed that in the control group the productive level of readiness for professional interaction increased by 3.04%, in the experimental – by 12.73%, sufficient – by 4.44% for CG and 13.84% for EG, respectively, which in total, it led to a decrease in the elementary level of formation by 7.48% for CG and by 26.57% for EG.

Thus, the difference in the results of the readiness levels for professional interaction in CG and EG convincingly testifies to the effectiveness of the implemented pedagogical conditions for preparing future bachelors in tourism for professional interaction by means of project technologies.

In order to determine the probability of the results of the pedagogical experiment, it was formulated:

– The group of null hypotheses (H01, H02, H03, H04) that the difference in EG and CG data in motivational, cognitive, activity and personal components is caused by errors of representativeness. H01, H02, H03, H04 – levels of readiness for professional interaction of EG and CG students do not have significant differences;

– The group of **alternative** hypotheses (H11, H12, H13, H14) that the difference between the obtained EG and CG data is due to the introduction of pedagogical conditions for the preparation of future tourism bachelors in for professional interaction by means of project technologies. H11, H12, H13, H14 – the levels of components of readiness for professional interaction of students of EG and KG differ significantly.

To test the proposed hypotheses, it was appropriate to use Pearson's criterion χ^2 [2], because the samples of student groups are random and independent, the members of each sample are also independent; the properties (components of future bachelors in tourism for professional interaction) are measured on a scale of categories: productive, sufficient, elementary levels.

The obtained data show that the values at the control stage significantly exceed the critical value $X_{exp.} > X_{critical.}$. This gives grounds to conclude that there is a significant difference between the results of CG and EG, which is ensured by the implementation of pedagogical conditions for the preparation of tourism future bachelors in for professional interaction by means of project technologies.

In order to determine the probability of the final results of the pedagogical experiment, the following groups of hypotheses were formulated for: checking the absence of differences between the experimental and control groups at the ascertaining stage of the experiment; checking the absence of differences between the experimental and control groups at the control stage of the experiment; checking the absence of differences between the results of the control group at the ascertaining and control stages of the experiment; checking the absence of differences between the results of the experimental group at the ascertaining and control stages of the experiment.

According to the results of the analysis of the study, the differences in the experimental group before and after the experiment were statistically significant ($\chi^2_{emp} = 23.25914 > \chi^2_{critical} = 5.991$) in contrast to the control group, where the difference was insignificant ($\chi^2_{emp} = 0.656455 < \chi^2_{critical} = 5.991$), which testifies to the unconditional efficiency and reliability of substantiated and experimentally tested pedagogical conditions for the preparation of future bachelors in tourism for professional interaction by means of project technologies.

The study confirms the feasibility of using the proposed conditions (combination of different types of projects in the preparation of future bachelors in tourism, taking into account the feasibility of their use; 2) creating an atmosphere of partnership between lecturers and students in the educational environment of higher education on a project approach; 3) organization of independent work of future bachelors in tourism through interdisciplinary project activities) to prepare future tourism bachelors for professional interaction by means of project technologies.

Conclusions and prospects for further research. In summary, we can say that the impact of the implemented pedagogical conditions for preparing future tourism bachelors for professional interaction by means of project technologies is a significant factor and a significant element in increasing the readiness of future tourism bachelors for professional interaction of the experimental group. This is a convincing reason to consider the research task completed and its goal achieved.

The study does not cover all aspects of the problem of future tourism bachelors preparation for professional interaction. Among the prospective areas of further research is the development of a system for training future tourism bachelors for professional interaction. The conclusions and provisions of the study can be used to improve the modern system of tourism education in higher education institutions.

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