

ORGANIZATION PRINCIPLES OF TOURIST ACTIVITIES IN EDUCATION INSTITUTIONS: ACTIVE APPROACH

Lyudmila Aleksieienko-Lemovska

Candidate of Pedagogic Sciences, Associate Professor,
Head of the Department of Institutional Audit
State Service for Education Quality in Kyiv Region, Ukraine
e-mail: al-lem17@ukr.net, orcid.org/0000-0001-5391-0719

Summary

The article identifies the specifics of the organization of tourist activities in the education institutions. Forms and types of tourist activity and groups of conditions that ensure the organization of the educational process in education institutions: environmental, psychological and pedagogical, organizational are mentioned in the article. The educational process is presented as a controlled dynamic system consisting of interconnected elements that provide purposeful, step-by-step and planned activities to organize educational interaction with participants in the educational process. The article analyzes the content the activity component of the in an of organization the tourist activities in an education institutions and noted that the activity approach provides the opportunity to develop holistic integration models as well as to identify basic functions, elements, components, their relationships and interconnections, system-forming factors and the functioning conditions in static and dynamic aspects. All of organization the tourist activities in an education institutions structural components are aimed at the practical activity, in particular, the capacity of tourism specialists for solving specific pedagogical situations. The activity approach is the basis of tourist activities and should ensure the formation of readiness of tourism specialists for modeling and construction of social environment for personal development in the education system, active cognitive activity.

Keywords: tourist activities, educational process, activity approach, principles organization.

DOI <https://doi.org/10.23856/5202>

1. Introduction

The educational process in education institutions is a controlled dynamic system consisting of interconnected elements that provide purposeful, step-by-step and planned activities to organize interaction with the participants in the educational process, achieve educational goals and results. The organization of the educational process in education institutions involves the process of gaining personal experience and the formation of the personality in all activities, in particular tourist activities. Active approach to the organization of the educational process directs it to obtain certain results. The need to study the problem of organizing tourist activities in the system of education 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 in the direction of organized tourism activity, which is confirmed by the Laws of Ukraine “On Education”, “On Tourism”, etc.

The methodological basis of the research was developed based on taking into account the provisions of competent, environmental, system-activity scientific approaches. The article aims to analyze the essence of the activity approach as the basis of in education institutions tourist activities activities. The main tasks of the research are to consider tourist activity as an important component in the educational infrastructure of a education institution; identify leading areas of tourist activity in education institutions; to disclose the content of the tourist activity, based on the activity approach. To achieve the goals and objectives of the article, a number of research methods were used: analysis of scientific psychological and pedagogical literature to establish approaches for assessing and interpreting the content in education institutions tourist activity, based on an activity approach; comprehending and generalizing the best experience of educators to analyze the studied problem; hypothetical-deductive method – to determine the principles of organization the tourist activities in an education institutions on a basis active approach.

2. Tourist activity as a direction of the organization of the educational process in the education institution

The content of the educational process in an education institutions 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. 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. The tasks of education, defined by the Law of Ukraine, are: preservation and strengthening of physical, mental and spiritual health of the personality; education love of Ukraine, respect traditions and customs, national values of the Ukrainian people, as well as the values of other nations, a conscious attitude to everything. Among the types of tourism, the Law of Ukraine “On Tourism” presents: children's, cultural and cognitive, medical and health tourism. The need to study the problem of organizing tourist activities in the system of education is due 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.

Various aspects of the problem of organizing the educational process in education institutions are mentioned in the studies of T. Andryushchenko, A. Bogush, O. Viligorsky, T. Dudka, O. Kononko, N. Makovetska, T. Ponimanskaya, O. Proskura, B. Pangelov, V. Polishchuk, S. Pokhmurska, O. Trescheva and others. Scientists reveal the essence of planning and organizing work on children's tourism in a modern education institutions (*Vilhorskyi, 2009*), determine the relevance of the problem of health of children and the importance of using tourism in this process to form a culture of health and harmonious development (*Makovetska, 2007, Panhelov, 2007, Pokhmurska, 2008, Treshcheva, 2005*). According to T. Andriushchenko (*Andriushchenko, 2007*), children's tourism allows not only to adjust the development of the motor sphere of children, but also forms their personal qualities, in particular, promotes the ability to predict the results of their own activities and behavior, creates conditions for developing a desire to know the world. (*Polishchuk, 2008*) proved the

relationship between physical and mental abilities of children in the educational process in the classroom with elements of tourism. T. Dudka (*Dudka, 2013*) described the role assigned to local lore and tourism tools in the structure of the development of mental activity of children. A. Medvid (*Medvid, 2009*) revealed the pedagogical conditions for improving the motor regime of children in the process of tourist and local lore activities in a education institutions.

To determine the specifics of tourism as a direction in the organization of the educational process, we will consider the components of the content of the educational process in the education institutions. The first component is the purpose and objectives of education and training, which determine the content of the educational process. The second component is presented in the form of different activities that are mastered by children in the educational process. The third component is ways of creative activity: combining, applying a familiar way in a new situation, the ability to see the familiar in a new way, to reflect their impressions through various means, experimentation. The fourth component is ways of expressing attitude to the surrounding reality. This experience is the basis for the formation of socio-moral behavior of the individual.

In the educational process of education institutions, main directions in educational are: the educational environment that surrounds the child and influences the formation and development of personality (a set of conditions, forms and methods of learning and education), is one of the factors improving the educational process; social environment of a child (teachers of education, peers, parents, involved specialists in the field of tourism); various types of children's activities (plays, physical activity, tourist activities).

Tourism in the educational process of education institutions is considered as a set of organized and planned activities, which include: excursions, the purpose of which is to learn about the historical, geographical and cultural features of the native land, country, active and cognitive leisure, physical development and rehabilitation. Tourism allows strengthen the health due to a set of factors: environmental, physical, etc. At the same time, such pedagogical tasks as: health-improving, tourist-local lore, civic-educational, ecological, aesthetic, speech and others.

The resource component of the tourist activity of the educational process is defined as a system of conditions under which the purpose and objectives of education, training and development of children can be successfully solved. The organization of the educational process in education institutions is provided by the following groups of conditions: environmental, psychological and pedagogical, didactic, organizational. Environmental conditions involve the organization of the environment that ensures the activity of the child. Psychological and pedagogical conditions are the implementation of a personality-oriented model of interaction between teacher and child. Didactic conditions determine the implementation of the principle of integration of the organization of the educational process, the implementation of tourism activities with the help of pedagogical tools, methods and forms, adequate to the age potential, goals and objectives of the educational program. Organizational conditions ensure the establishment of social partnership of education institutions institutions with the social environment, the use of legal requirements in the field of education. The organization of tourist activity in the educational process of education institutions is characterized by general principles of the educational process, structure and logic of construction. At the same time, there is a specificity of the processes of education and training, due to the age characteristics and patterns of child development.

Let us define the principles of the educational process as a system of basic requirements for its construction in order to ensure the effectiveness of solving problems of personal development of children in the organization of tourism. The principle of the integrity of

development implies that the development of the child is carried out as a holistic process, in connection with this provision, it is necessary to ensure the solution of the problems of mental and physical education in the organization of tourist activity. The principle of regularity and continuity is implemented in the educational process constantly during organized activities, including tourism. The principle of constant progressive movement of the personality in the educational process is provided by creating conditions for the organization of tourist activities for continuous personal development and awareness of the child of this process. The principle of the age capabilities is realized through the idea of amplification of child development. The principle of individualization and differentiation involves the creation of an individual educational trajectory for each child while providing favorable conditions for comprehensive development. The principle of providing emotional and psychological comfort is associated with providing psychological conditions in the organized process of tourism activities for the implementation of educational and training tasks. The principle of cooperation of the subjects of the educational process orients the participants of the educational process in the implementation of tourist activities and cooperation. The principle of humanization reflects the natural connection of the general educational process with the needs of the child, other participants in the educational process and civil society.

When ensuring the educational process in the organization of tourist activities it is necessary to take into account: compliance of tasks, content and methods of teaching and educating a child with the leading needs, creating conditions for its full development; the need to humanize the content of education, which involves formation of personal values; creation of humane subject-subject relations with the construction of a personality-oriented model of interaction of participants in the educational process; development of subjective qualities, competence and independence.

Thus, the organization of tourist activities in the educational process of education is a purposeful process of diverse development, education and upbringing of children taking into account their individual and age characteristics, which is carried out in different models and forms. The educational process should meet the following needs of the child: the need for emotionally positive contact with others and communication with peers, which is a necessary condition for social development; the need for knowledge and information exchange, which is expressed in the desire to learn about the world around, to do this, tourism as an organized educational process of education (of various content and forms) and the environment in which it takes place, must be saturated with cognitive content; the need for activity and self-affirmation, which involves gaining experience of success and receiving positive emotional experiences about participating in tourism activities; physical needs (activities, healthy lifestyle).

3. The activity approach as a basis for organization of the tourist activities in the education institution

The activity approach provides the opportunity to develop holistic integration models as well as to identify basic functions, elements, components, their relationships and interconnections, system-forming factors and the functioning conditions in static and dynamic aspects. From the standpoint of the activity approach, the idea that a personality is formed and expressed in activity is becoming topical. The activity structure and types determine the structure of an individual's inner world, therefore, in tourist activity their mental qualities, consciousness, skills and world perception are developed, social integration and individualization become apparent, the inner world is disclosed.

The scientific foundations of the general activity approach theory are characterized in the papers by K. Albukhanova, B. Ananiev, A. Bodalev, L. Vyhotskyi, V. Davydov, O. Leontiev, S. Rubinstein (*Abulkhanova, 2006, Ananayev, 1977, Bodalev, 1998, Vyhotskyi, 2005, Davydov, 1996, Leontev, 2005, Rubynshtein, 2000*). The main objective of the activity approach in M. Kahan's terms is to arouse in a person the interest in a subject and the learning process as well as to develop self-education skills (*Kahan, 1991*). The outcome should be cultivating a person with a proactive attitude to life, not only in learning but also in real life.

Within the activity approach, the person is considered as 1) personal qualities acquired in the socio-cultural environment in the process of joint activity and communication, subject-social relations and conscious activity; 2) "conscious individual", that is, a person capable of conscious behavior organization and self-regulation. The essence of the activity approach is that "the real process of human interaction with the outside world is investigated ensuring the solution of certain vital tasks" (*Svatenkova, Tymoshenko, 2018*). In S. Rubinstein's terms, the underlying idea behind the activity theory is formulated as follows: "not consciousness determines activity, but activity determines consciousness" (*Rubynshtein, 2000*). O. Leontiev clarifies Rubinstein's position: "Consciousness is not simply manifested and formed in activity as a separate reality – it is embedded in activity and is indissoluble with it" (*Leontev, 2005*), which allows to distinguish three basic parameters of personality: how wide an individual's connections with the world are (through their activities); the degree of hierarchy of these relationships transformed into a hierarchy of sense bearing motives (motives-goals); the general structure of these relationships, more precisely, motives-goals.

There are three main activity types: play, training and work. The purpose of the play is the activity itself, not its outcomes; training is an activity aimed at acquiring knowledge and skills; work is an activity that aims to produce socially needed products. Thus, the process in which a person creatively transforms the surrounding world, turning themselves into an active subject, and created phenomena into the object of their activity, is referred to as a specifically human way of a pro-active attitude to the world. The subject is understood as the source of activity, an actor. The passive, inactive side of relationships over which activity is performed is its object; it can be another person or the subject it self.

An individual and activity are inextricably linked. Activity is a necessary prerequisite for human life. At the same time, there is no activity without a human being. Only a person capable of the creative transformation of reality, or themselves and their social connections is capable of labour, spiritual and other transformative activities. Human activity is carried out in life environment (production, domestic, natural surrounding). At the same time, activity is an individual's active interaction with the environment. The activity structure in which each component follows the other in time is usually represented linearly: Need → Motive → Goal → Means → Actions → Outcomes.

The most developed classification of human needs belongs to the American psychologist A. Maslow who divided the needs into primary or innate and secondary or learned. They, in turn, are further divided into: physiological – needs for food, water, air, clothing, warmth, sleep, cleanness, shelter, physical rest; existential – safety and security, private property independence, job security, confidence in the future, etc.; social – the desire to be a part of and to be involved in any social group or a team. The hierarchy of needs has been constantly changed and complemented by different psychologists. A. Maslow himself in the later stages of his research added to it three additional groups of needs: cognitive – for knowledge, skills, understanding, and research (curiosity, the desire to discover new things and for self-knowledge); aesthetic – the desire for beauty, harmony and order; transcendence is a selfless desire to help others in spiritual self-improvement, in their desire for self-expression (*Maslou, 2003*).

The motive is a need-driven, conscious inducement that substantiates and explains the activity. If a need is understood not simply as a need, but as a guide to action, only then it will become a motive. As a rule, needs are mediated by interests, traditions, beliefs, social attitudes. In complex activities, there is usually more than one motive. In this case, the main motive is identified which is considered to be the driving force.

The goal is a conscious idea of activity outcomes, the future prediction. Any activity involves goal setting, that is, the ability to set objectives on one's own. An individual is able to form their own programs, creating something that has never been in nature. However, the goal can be complex, and sometimes it takes a number of intermediate steps to achieve it. Ideas about intermediate results are called tasks. Thus, the goal is broken down into specific tasks: if all the tasks are solved, then the overall goal is achieved.

Means are techniques, actions, objects used over the activity course. Means should meet goals in two senses. Firstly, means should correspond to the goal. In other words, they cannot be insufficient or redundant. Secondly, means have to be moral: immoral means cannot be justified by the goal nobility. If goals are immoral, then the entire activity is equally amoral.

The action is an element of activity with a relatively independent and conscious objective. Activity consists of separate actions. The German sociologist M. Veber identified the following types of social actions: rational-purposeful as actions that a person clearly understands and realizes taking into account all tools and possible obstacles; value-rational as actions based on moral and aesthetic values, beliefs and principles; affective as actions done under the influence of strong feelings (fear, hatred); traditional habit-based actions often made on the basis of customs, beliefs, and patterns with an automatic response (Veber, 2012). Activity is based on the first two types of actions since only they have a conscious purpose and are of a creative nature. Affective and traditional actions can only insignificantly influence the course of activity as auxiliary elements.

Tourist activities in an education institutions, like any activity, has its structure: motivation, education goals and objectives, activity subject, education tools and ways of solving specified tasks, activity product and the result activity. The task of education activity is to create conditions for an individual's harmonious development. It is achieved by the organization of the development environment, the management of various activities and the construction of proper interaction with the participants in the educational process.

Due to the fact that in the structure of the basic education program there identified the main directions of children's development (physical, cognitive-speech, social and personal, artistic and aesthetic), education institutions generate demand for tourism specialists, capable of assisting pedagogical workers and parents in their implementation, taking into account age, children's individual characteristics, contributing to a comprehensive approach to the development of educational sectors.

Thus, the activity approach is the basis of organization the tourist activities in an education institutions.

4. Conclusions

Thus, the purpose of organizing the educational process in education institutions is to promote the diverse and harmonious development of the a person subject of activity. This aim is specified in the tasks: the formation holistic picture of the world, the development of abilities, social adaptation and education of socially significant personality traits, motives,

needs; ensuring a positive emotional and value attitude to the environment, nature and products of human activity.

Tourist activity as a direction in the organization of the educational process of education institutions creates conditions for the harmonious development of the applicants for education. Tourist activity is the important component of educational infrastructure which aims to support the course of the educational process in the education institutions. The effectiveness of organization of the tourist activities in an education institutions on a basis active approach is ensured by introducing of pedagogical conditions: organizational and personal. The activity approach should ensure the formation of readiness for modeling and construction of environment for personal development in the education system, active cognitive activity.

The principles of tourist activities organization contributing to the achievement of its: relevance, unity of theory and practice, orientation to the child's social significance as well as challenges for education institutions staff; scientific character to the conformity with modern scientific achievements in tourist field; systematic character and complexity in terms of which tourist activities is considered as an integral system; goal orientation, consistency, succession, a mass character, and collectivity; the tourist activities transformation into a part of the education system; creation of favorable conditions, the availability of free time for the creative activity; efficiency, flexibility, mobility and an individual approach requiring, the creative nature of activities; improving teaching educational activities.

From our perspective, directions for future research on this issue lie in determining the effectiveness of tourist activity forms in the conditions of education institutions.

References

1. Abulkhanova, K. O. (2006). *Metodolohichne znachennia katehorii subiekta dlia suchasnoi psykholohii* [The methodological significance of the subject category for modern psychology]. *Liudyna. Subiekt. Vchynok: filosofsko-psykholohichni studii*. K. : Lybid. P. 37–51.
2. Andriushchenko, T. K. (2007). *Tourism is a non-traditional form of health improvement. [Turizm – netradytsiina forma ozdorovlennia]*. *Doshkilnevykhovannia*. № 7. 19-20. [in Ukrainian].
3. Veber, Maks. (2012). *Hospodarstvo i suspilstvo i suspilstvo: Narysy sotsiologii rozuminnia* [Statehood and suspension: Narisi social science rosuminnyia]. *Per. z nim. movy M. Kushnir. K. Vyd. dim «Vsesvit»*. 112 p. [in Ukrainian].
4. Vilihorskyi, O. M. (2009). *Aspects of planning and organization of tourist activity of a preschooler in the conditions of a modern educational institution. [Aspekty planuvannia ta orhanizatsii turystychnoi diialnosti doshkilnyka v umovakh suchasnoho zakladu osvity]*. *Visnyk Chernihivskoho derzhavnoho pedahohichnoho universytetu*. Vyp. 64. S. 111-113. [in Ukrainian].
5. Dudka, T. Iu. (2013). *Local lore and tourism event as a tool for the development of the thinking process of older preschool children [Kraieznavcho-turystychnyi zakhid yak instrument rozvytku protsesu myslennia ditei starshoho doshkilnoho viku]*. *Visnyk Instytutu rozvytku dytyny. Ser.: Filosofiia, pedahohika, psykholohiia*. № 29. 2013. 47-51. [in Ukrainian].
6. *Zakon Ukrainy «Pro osvitu»*. (2019). [Law of Ukraine «On Education»]. *Vidomosti Verkhovnoi rady Ukrainy*. № 38-39. URL: <https://zakon.rada.gov.ua/laws/show/2145-19>. [in Ukrainian].
7. *Zakon Ukrainy «Pro turizm»*. (1995). [Law of Ukraine «On Education»]. *Vidomosti Verkhovnoi rady Ukrainy*. № 37-38. URL: <https://zakon.rada.gov.ua/laws/show/324/95-D0B2D180Text> [in Ukrainian].
8. Svatenkova, T. I., Tymoshenko, O. A. (2018). *Metodolohichni ta teoretychni problemy psykholohii* [Methodological and theoretical problems of psychology]: *navch. posib. Nizhyn : NDU im. M. Hoholia.*, 143 s. [in Ukrainian].