

## ISMGE 2020

### II International Scientific and Practical Conference "Individual and Society in the Modern Geopolitical Environment"

## CONTINUOUS PROFESSIONAL TRAINING OF SERVICE SPECIALISTS

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### *Abstract*

The system of continuous multi-level professional and pedagogical training of specialists in the service sector is based on the basic principles of the modernization of vocational education: the integration of general and vocational education; multi-level vocational education; creating flexible learning programme that provides high quality educational and vocational training. The article is devoted to the problem of training modern specialists in the service sector at the university. The authors note that the rapidly developing labor market needs a new type of specialists who have diverse knowledge and a high level of competence in the professional field. The goals and specifics of training a future specialist imply continuous professional training at a higher educational institution. There are aspects of vocational and pedagogical education in the article to which pay great attention. The authors point to the need to find ways of new scientific and pedagogical approaches to solving the problem of training the service sector specialists in the structure of the university.

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**Keywords:** Continuous professional training, modernization of vocational education, multi-level training, service sector, service specialists.



## **1. Introduction**

In the modern world, modernization of Russian economy implies an increase in the socio-economic role of the service sector, therefore the service sector in the modern labor market is the undisputed leader as an industry that needs modern trained personnel (Bulaeva et al., 2018; Malushko et al., 2017; Vaganova & Ilyashenko, 2018).

## **2. Problem Statement**

Nowadays the service sector demands from the personnel high professionalism. This is reflected in the following documents: Federal Law of July 21, 2007 No. 185-FZ “On the Housing and Utilities Reform Fund”, the State program “Professional development of civil servants in Nizhny Novgorod region for 2014” - 2016, Decree of the Governor of the Nizhny Novgorod Region of October 20, 2003 No. 58 “On the state order for training, professional retraining and advanced training of public servants in Nizhny Novgorod region” (Garina et al., 2018; Ilyashenko, Prokhorova et al., 2018; Ilyashenko, Smirnova et al., 2018). According to these documents the modern specialist of service sector has to know features of the service delivery. The new laws and by-laws, Federal State Educational Standards have the requirements to the specialist of service sector, competences are described in them which they have to have. These laws have rules of the operation utility infrastructure, formation a civilized market for information systems services and technologies in the service sector (Ilyashenko, Vaganova et al., 2018).

## **3. Research Questions**

The authors note that the rapidly developing labor market needs a new type of specialists who have diverse knowledge and a high level of competence in the professional field. The goals and specifics of training a future specialist imply continuous professional training at a higher educational institution. There are aspects of vocational and pedagogical education in the article to which pay great attention. The authors point to the need to find ways of new scientific and pedagogical approaches to solving the problem of training the service sector specialists in the structure of the university.

## **4. Purpose of the Study**

The article is devoted to the problem of training modern specialists in the service sector at the university.

## **5. Research Methods**

The system of continuous multi-level professional and pedagogical training of specialists is based on the basic principles of vocational education modernization: the integration of general and vocational education; multi-level vocational education (Ilyashenko, Vaganova et al., 2018); the creation of intensive flexible training systems that provide high quality educational and vocational training (Ivanova et al., 2017), realization of all potential capabilities and abilities of the individual; the transition from a technocratic approach in the development of the system of vocational and pedagogical education

to a socio-pedagogical, humanitarian one; the formation and development of personality in a continuous and holistic process of professional and pedagogical training on the basis of humanitarian, natural science, general professional and special education (Kochetova et al., 2017).

## 6. Findings

It has been established that in the conditions of a new socio-political and production and economic situation, the goals of vocational - pedagogical education are (Markova & Narcosiev, 2018): the implementation of methodological approaches to vocational training, reliance on innovations in the field of structure, content and the learning process, the integration of types of vocational pedagogical activity, changing its essential characteristics, as prognostic goals of personal development and mastering the professionalism of activities; awareness of industrial training as a phenomenon that integrates socio-pedagogical, scientific and technical, professional - industrial, personal activity, psychological and physiological characteristics (Myalkina et al., 2018).

The essence of continuous vocational pedagogical education implemented in educational institutions engaged in multilevel training is determined, on the one hand, by general theoretical concepts, fundamental principles, model variant and organizational pedagogical conditions for its implementation, on the other hand, by building an innovative pedagogical system (Nikolai & Kobylin, 2017; Pavlov et al., 2016; Suzdalova et al., 2017).

The process of training a specialist in the field of service in the structure of a higher education institution makes it possible to impart an integrative character to the system of forming professional activities of a specialist who are able to respond flexibly to the changing socio-economic need of the region for specialists of different levels of education, to actively influence the development of professional personal qualities of future specialists (Perova et al., 2017; Prokhorova & Semchenko, 2018; Skatova et al., 2018).

For this, it becomes necessary to solve the following tasks:

- organization of a single professional and pedagogical educational space;
- providing pedagogical conditions for maximum self-realization of the individual (Smirnova & Krasikova, 2018);
- expansion of opportunities in obtaining several specialties in vocational-pedagogical education, subject to the conditions for the free choice of an individual training route (Hamitowa et al., 2017);
- the creation of an appropriate level of development of scientific and technical processes of the educational and material base (Chaikina et al., 2018);
- development of curricula, specialist training programs (Malushko et al., 2016).

The study highlighted generalized characteristics of an individual specialist in the field of service, which have such blocks of professional fitness as:

- ideological, awareness-oriented specialist in the field of service role in one of the basic sectors of the Russian economy (Gulinov et al., 2018; Korobova et al., 2017; Murugova, 2017);
- subject-informative, includes knowledge of the development and implementation of technological processes of service in the service sector (Ilyashenko et al., 2019);
- communicative, characterized by the development of ways to exchange information in civil, interpersonal, professional communication (Suzdalova et al., 2017; Vaganova et al., 2019);
- professional, which includes competencies in the development and implementation of technological service models, selection of resources and technical means for its implementation in this area, in planning production and business activities of service enterprises depending on changes in market conditions and consumer demand (Malushko et al., 2016, 2017).

The professional activities of a service professional are built in accordance with the concepts of a holistic pedagogical process, for which the principles of training, the system of learning objectives, the diagnostics of these goals, the integrative content of continuous professional training, structural - functional and procedural-technological structure, control and evaluation are designed.

## 7. Conclusion

Thus, continuous professional training in the field of service ensures communication of young professionals in order to solve applied problems of modernization in the field of service, contributes to formation of leadership and management competencies, increases the intellectual potential of students in the professional activities of the service sector and allows you to use practical results in the interests of the university and the country in general, providing training for young qualified personnel.

## Acknowledgments

The study is carried out with the grant support for young scientists - candidates of sciences, number MK-313.2019.6, issued by the President of the Russian Federation.

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