

Oleksandr Kovalenko

*Candidate of Pedagogical Sciences, Associate Professor
of the Chair of Fine Arts, Musicology and Cultural Studies;
Sumy State A. S. Makarenko Pedagogical University,
Sumy, Ukraine
olexkovalenko@ukr.net
orcid.org/0000-0003-1043-6679*

**THEORETIC AND METHODOLOGICAL FOUNDATIONS OF
PROFESSIONAL TRAINING OF TOURIST ACCOMPANIMENT
PROFESSIONALS (TOUR GUIDES)**

Abstract. *This paper examines the theoretic and methodological foundations of professional training of tourist accompaniment (support) professionals (tour guides, excursion guides), namely the problem of methods and methodologies in modern theory of excursion (excursion studies), peculiarities of using excursion methods in training of tour guides as in selected countries of post-Soviet area, as well as current demands to training of tour guides. As a result we conclude that taking into consideration all the specifics of methods of excursion is a prerequisite for training highly qualified professionals, who will be competitive and in demand in the job market at present.*

Introduction.

The development and improvement of tourism industry in Ukraine and neighboring countries is one of the priority areas. Every year more and more tourists come to Ukraine and other countries of Eastern Europe to see with their eyes the UNESCO World Heritage Sites, to get acquainted with the culture and traditions of peoples, to feel the unique national flavor. Due to this fact, there is a growing need for professional tour guides.

In recent years, the number of incoming tourists in some Eastern European countries has almost tripled. The main area of tourism and its main aspect is

undoubtedly cultural and educational tourism. According to the tourist information centers, the vast majority of tourists who visit these countries have come for recreational purposes. That is why the training of highly-qualified tour guides is currently particularly needed in the countries covered in this study.

The analysis of recent research and publications has shown that excursion, on the one hand, is the oldest form of learning, on the other hand it is one of the most active forms of learning, educating and harmonizing an individual by immersion in a natural traditional environment of a given culture, or in another environment that requires development. The attention of such great educators V. Zuiev, Ia. Kamenskyi, A. Makarenko, V. Sukhomlynsky, K. Ushinsky and many others. Modern researchers dealing with the issues of excursion-museum pedagogy (I. Kolesnikov, M. Potapov, O. Raev, and others), excursion local history (N. Gavrilova, S. Galasiuk, V. Zakharov, etc.), excursion theory (V. Babaritskaya, G. Dolzhenko, P. Dyakova, B. Yemelianov and others) pay great attention to the excursion methods.

Studies of the use of excursion methods and methodology in the modern educational area show that most excursions are conducted unsystematically. The excursion method, developed in its time as the basis of the pedagogical process and extracurricular work, is used in isolated cases, only for certain categories of students or learners while in the system of continuous education it provides plentiful opportunities for consistent application. Thus, there is a contradiction between the number in educational institutions and the systematic (quality) of their use, as well as between the tasks of education and training, which are expressed in the dominance of the latter when using excursions. Research of the history of formation and development of the excursion method in the national pedagogy, theoretical substantiation of its importance, necessity and peculiarities of its application under modern conditions determine the relevance of this work.

1. Questions of methods and methodology in the field of excursion

The emergence of organized excursions in Ukraine is associated with the beginning of the 19th century, when the visual methods of training became more important. Due to this fact mass field trips for students of colleges and higher education institutions have been introduced. The result of such activities was the increase in interest of young people to the history and local history of their homeland. At the same time, the "fashion" for cycling began. Combining both of these facts, the reason for the emergence of the Society of Cyclists-Tourists in the 90s of the 19th century, as well as a number of similar organizations, is clear. These unions were solely for enthusiasts [1].

The Soviet government began to use excursion as a method of ideological education, which made excursion activities widespread, including the territory of modern Ukraine.

Widespread and thematic diversity and differentiation of approaches led to emergence of the theory, methodology and methods of excursion activities. Excursion theory laid the foundation for excursion as a scientific discipline, methodology formed classifications, and the methods formulated specific recommendations for application in practice.

Excursion theory is the sum of theoretical provisions that serve as the basis of excursion, determine the main directions of development and improvement. Excursion methodology is the science of methods and ways of studying excursion. Excursion methods are a set of requirements and rules for the excursion, as well as the sum of methodical techniques for the preparation and conduct of excursions of different types, on different topics and for different groups of people [2].

A detailed study of the features of excursion theory, methodology and methods increases the skill level of the guide, helps to understand the goals and patterns of their activities. In addition, the development of excursion methodology allows us to improve the methods and methodology, which is a prerequisite in the environment of continuous development and change in the world around us. It is solely due to their flexibility and quick reaction to changes in environment that methods and

methodology will be relevant for a specific time-to-place dimension, and excursions, in turn, will be better perceived by excursionists.

These principles were adhered to when compiling one of the first methodologies by Boris E. Raykin. In his book “Methods and Techniques of Excursions” he refers to the discoveries made by his foreign colleagues in the same period (30-ies of XX century.), the author uses professional vocabulary and explains the concepts that were not widespread at the time. The whole book is based on the principle of learning and explanation, because at that moment the excursion technique was only emerging [3].

In the postwar period the excursion method did not undergo major changes, but new forms of work with excursionists appeared, different tourist excursion stations were organized in the country. At the same time, until 1951 our state was not considered a promising country for tourism development.

After the creation of the Ukrturist enterprise in the early 50's of the twentieth century the excursion business began to develop. Subsequently, regions of touristic value were created.

Excursions required qualified specialists familiar with the nuances of this activity. As a result, a wide network of tour guide schools was established, and furthermore, specialties were opened in higher education institutions where highly qualified specialists were trained.

It is worth noting that the methods and methodology for our state, in general, duplicated the general excursion methodology of the USSR member countries, as it developed according to the general state plan. That is why no significant changes or features were introduced in those years.

However, in the late 1980s - early 1990s, a crisis of political, economic, social and other spheres of society began, and the excursion business came to the sidelines. By the mid-1990s, a great deal of knowledge in the field of methods and methodology had already been lost, experts in the field of excursion were not trained, and those operating in the 1980s were retrained. Due to all these factors, the

excursion business in our country has declined. It literally had to be revived from the ashes.

In the process of reviving the excursion, several authors have created their own handbooks on the excursion methods. The most common is Boris Emelianov's textbook "Excursion Studies". Based on this textbook, most modern programs for training of specialists in the field of excursion are created. The author gives an accurate classification of different methods and methodologies of conducting excursions [2].

Emelianov explores the excursion technique as a basis for the professional skills of the guides in detail; as a mechanism that improves presentation of the material; as a process of streamlining the guide's activities. Excursion technique plays the role of a lever that helps a guide to transmit large amounts of knowledge to the excursionists within limited timeframes. Also, the technique allows to regulate the conduct of the guide, his/her compliance with the rules and norms of the excursion. The technique helps excursionists to see, memorize and understand much more than lectures on the same topic.

In addition, the author explains that the main excursion techniques are: the techniques of display, stories and methods of organizing the excursion process. B. Emelianov's textbook explains that each of the methods is a part of an excursion and all of them are interrelated. The author notes that not all methods are mandatory and important, the guide must constantly improve and modernize the existing methods of conducting excursions, and the success of conducting excursions depends on the chosen methods of display and story [2].

Despite all the advantages of the techniques offered by B. Emelianov, they are not perfect, and may be somewhat outdated for modern realities.

In our opinion, one of the drawbacks of this methodology is that it offers common approaches. It describes the basic methods that can be used to make excursions and ways of their application. However, different types of excursions require the use of different storytelling and presentation techniques, but there are no practical guidelines in this area.

The disadvantages of this textbook can also be attributed to the lack of consideration of psychological characteristics of different gender-age groups. In general, this methodology is based on the principles and techniques of pedagogy. The author himself writes: “An integral part of the skill of the guide is pedagogical mastery” [2].

The following are the components of this technique: language skills, facial expressions and emotional state, knowledge of the basics of acting. But, as noted, these are very general ways to get in touch with a group.

Also B. Emelianov supports the idea that the authors of excursions and methodologists should develop the technique of conducting the excursion and not the guides themselves. That is, first, it is assumed that the development of practical recommendations should be left to people not involved in their practical application, and, secondly, the guide will not be able to change the various methods of display and story, depending on the composition of the group [2].

In the section “Elements of Psychology in the Excursion” of the textbook the author describes the methods of interaction with the group on the basis of elements of pedagogical techniques, but he does not give even the minimum characteristics of differences in the excursions for different gender-age groups.

In addition, beginner guides do not have a thorough knowledge of psychology, cannot always learn some of the proposed methods and techniques. We consider it advisable to create a new methodology and methods of excursion based on the synthesis of psychological and excursion theory, using the experience of Western colleagues.

The development of a new methodology should be linked to a differentiated approach to groups, depending on their gender and age composition. The results of the work can become a practical manual for guides, the use of which will increase the attractiveness of excursions as a method of learning for different social and age groups, for both locals and foreign guests.

2. The use of excursion methods in training of specialists of tourist accompaniment (tour guides) in some countries of the former Soviet Union

The guide is a professional in tourist and excursion accompaniment. As a rule, the duty of such a specialist is to accompany tourists along a certain route, to familiarize them with local monuments, prominent people, as well as cult objects of architecture, culture or art, and so on.

Today, almost all over Europe, the requirements for tourist accompaniment specialist (tour guides) are almost the same: higher education (preferably humanitarian); additional specialty training; knowledge of one or more foreign languages; eloquence and clear diction; sociability, openness, friendliness; artistry and a broad outlook.

If the students have decided to choose the profession of tour guide, at present, practically all over the world it is customary to divide it into two separate categories, namely: guide as a person who organizes excursions and transfers of travelers, accompanies them on the itinerary, informs about its features and deals with filling in relevant documentation; guide as a specialist responsible for the cultural component of any excursion, usually a staff member of a museum, gallery or other similar organization [4].

Let's return to the questions of methodology in excursion studies. As noted by researcher B. Emelianov, excursion methodology is a set of methodical techniques used on excursions. In a broad sense, it is a complex method, it has several features: the choice of the most important and essential among the observed objects; the combination of new material with the excursion experience and knowledge previously obtained, etc. [2].

The excursion method is characterized by the account of such features of excursion as objectivity, physical evidence (clarity). In most excursions (except literary), the provisions put forward in the guide's story are substantiated by visual demonstration. Often the story is just a commentary on the visual characteristics of the sightseeing objects. The excursion method is aimed at studying the main topic. It

allows the individual parties to study more deeply, to divide them individually into separate parts but with a close connection between them. The reason for calling the excursion method complex is that it organically combines teaching and training methods [2].

If we look into the first attempt to address the issues of excursion theory, methodology and practice in the territories of the countries we are exploring, it emerges in the early 1920s. At the same time, W. Gerd's monograph "Excursion business" is published, which has made a significant contribution to the development of the theory and methodology of excursion. In this monograph a scientific definition of the term "excursion" was given for the first time in soviet countries. During this period, a well-known specialist in the excursion studies N. Heinike pointed out that "there is no complete agreement among methodologists in defining what a field trip method is" [3]. Many researchers differently define the nature and content of the methods of excursion work. Some of the researchers considered motor (movement of excursionists) activity as the main feature of the excursion method, while others believed excursion method was a type of active-motor learning [3].

Analyzing the approaches presented, it can be established that the excursion method is a set of methods and techniques of the knowledge transfer and it is the main component of the excursion process. The set of mechanisms of communication of knowledge by the guide and assimilation of this knowledge by the excursionists construct the complex nature of the excursion method.

Subsequently, in the former USSR publications were issued examining the theory, methodology and organization of excursion. These publications summarized the practice of specialized organizations (travel and excursion bureaus, excursion agencies). However, it was not until 1986 that the first edition of "The Basics of Excursion Studies" appeared by author Boris Emelianov, in which the concept of excursion methodology appeared. This publication was recommended by the Ministry of Education as a textbook for students of the faculties of public professions of pedagogical institutes. In it the author reveals the peculiarities of methodological techniques of conducting the excursion [4].

This handbook was recommended for students of the system of training and professional development of excursion workers and specialists of tourism and excursion industry. Subsequently, B. Emelianov repeatedly reissued his handbook, supplementing it with new sections and chapters, thus making it the classic academic textbook on excursion. It is in Section 2.1 that the definition is given: “excursion methodology is a singular technique because it is linked to the process of disseminating knowledge through one form of work. The excursion technique is a set of requirements and rules for the excursion, as well as the sum of methodological techniques of preparing and conducting excursions of different kinds, on different topics and for different groups of people.” It is also considered in several aspects, such as “a mechanism that improves the “flow” of material, in the process of structuring by the guide” [2]. But the methodology itself changed throughout the Soviet and post-Soviet periods in Moldova, Belarus, Ukraine and other countries.

In the early years of existence of the Soviet state, excursions were seen as a significant factor in the implementation of the program of cultural revolution in regards to elimination of illiteracy of the people. In the 20ies two major centers for the development of theory, methodological and practical support for excursion studies formed in the country: Moscow and St. Petersburg. There were differences in understanding of the goals and nature of excursion work between the two centers: the Moscow Center considered educational aspect of excursion the most important, while St. Petersburg center emphasized its cognitive aspect. The theory and methodology of excursion studies were widely discussed at conferences in Petrograd in 1921 and 1923. A special feature of the excursions at that time was a close connection with the propaganda of the socialist system and socialist construction. Ideological stereotypes contributed to proclaiming of a number of monuments alien to the new culture, which led to massive destruction of architectural and sculptural monuments. In March 1930, a single All-Union Voluntary Society for Proletarian Tourism and Excursions (SPTE) was created by a resolution of the Council of People’s Commissars. Its appearance among other things, established training of staff for tourism and excursion activities and publication of literature. At this stage of development, the excursion activity was

closely related to expanding the knowledge of local history among the public. During this period, the theory and methodology of excursion studies continued to develop [1].

After the 30ies there is a significant expansion of geography of tourist routes and topics of excursions. A special role is given to industrial excursions, which were used as a method of socio-political and labor education. This period is characterized by a differentiated approach to organization of excursions, taking into account the educational level, age composition, cultural inquiries and professions of excursionists.

In the post Second World War years, military-historical subjects play a significant role in the excursion programs. The sites of interest are memorial complexes, monuments of military glory and more. Along with the above mentioned changes, the first methodological innovations appear, namely the use of professional guides when ordering a bus tour, when the employee acts only as an organizer.

The next historical stage is defined in the middle of 20th century. Some excursion organizations at that time were subordinate to the Ministry of Culture, and the guides' training courses were only provided by museums.

In 1971 the regulation on the excursion activity was adopted: "On Measures to Further Improve the Excursion Work", which defined the measures to increase cognitive value of excursions, qualitative improvement of the methodological work of the tour guides, training of staff for excursion work. During the 70ies of the 20th century excursion was included in the curricula of the largest higher education institutions of the Soviet republics. At the geographical faculties of Kyiv, Simferopol, Byelorussian and Chisinau state universities specializations "Methodology and Organization of Tourist Excursion Business" were opened. Excursion departments were established at the social sciences faculties of pedagogical institutes [1].

At the end of the 20th century, the research work in the field of theory and practice of excursion was intensified. During this period monographs, instructions on organization of excursion work are widely published: "Preparing and Conducting Excursions", "Organization of Excursion Work", "Requirements for Methodological

Design of Excursions”, “Methodical Recommendations for Preparation of New excursion”, “To Help the Teachers of Tour Guides Training Courses”, “City Sightseeing Tour” and many others [3].

After 1991, the excursion work in the post-Soviet countries was in a deep crisis. This was due to, firstly, dissipation of the union tourism system, and secondly, because the excursion ceased to be a means of promoting the ideals of totalitarianism, and because the historical-revolutionary and Soviet focussed subjects of the excursions came to the sidelines. Thirdly, the previously created system of training excursion staff and methodological support for excursion work was virtually destroyed. There have been significant changes in training of the guides: people who had no special training and education began to act in this role. Finally, the population of excursionists has undergone changes: the number of adult excursionists has decreased, and school children came to their place.

Some stabilization of excursion activity began only in the beginning of the 21st century. Today, there is an increasing interest in urban and suburban excursions among the adult population, but this tendency is typical only for large cities. Positive shifts in the development of country excursions are hindered by rising prices for services, mainly transportation, which in turn indicates that the development of excursion in the countries considered in this study requires the creation of new forms of excursion services, the development of excursion work at the regional level, as well as standardization of training of specialists of tourist support (guides).

Currently, the situation in the excursion services market in some countries of Eastern Europe, namely in Moldova, Belarus and Ukraine, is such that graduates of specialized educational institutions do not fully meet the professional requirements and international standards. Today’s experts in tourist support (tour guides) have a low professional level, so tourism firms and other leisure and recreation institutions that have their own corporate training programs, have to re-train their employees. Emerging guides lack the competence and adaptation skills that they need to have in a developed competitive environment. Graduates of the programs, which prepare tour

guides lack practical experience, knowledge of the history and culture, traditions and customs of peoples, including multicultural education.

To date, only in Ukraine there are several dozen courses train tour guides and offer professional development opportunities, in many cases they are organized by tourist companies or institutes of advanced training. Only a few large higher education institutions train specialists at vocational courses, but such training is always available on a fee-paying basis and is carried out at the postgraduate and further education centers working at universities.

The programs of training of tourist accompaniment specialists in these establishments are various, but they all consider the following basic provisions: the foundation of any excursion is based on one excursion method of communication of knowledge; display and story are the components of excursion and its main elements; movement (motor activity) is one of the features of an excursion; excursion methodology is a singular technique and it consists of two parts: methods preparing and methods of conducting excursions; excursion method is a set of methodological techniques of displaying excursion objects, stories about them and events related to them.

3. Current requirements for vocational training tour guides

In modern conditions the quality of training of a professional tour guide plays a special role. The effectiveness of the use of a diverse arsenal of pedagogical technologies aimed at improving the quality of psychological and pedagogical training of guides is reduced due to the lack of clear, scientifically substantiated pedagogical and other requirements to the guide's personality. These circumstances with particular acuteness pose the problem of pedagogical design, modeling of the guide's personality, stimulates additional scientific search of ways of studying the level of guides' readiness for excursion activity.

A. Makarenko also remarked that no pedagogical phenomenon is considered, no educational activity is possible without a stated detailed goal. This goal should be expressed in the projected personality traits [4].

Training of modern specialists in the field of tourism requires prompt response to the needs of the educational market, which implies continuous improvement of both curricula and programs, as well as a radical restructuring of the content of the guides training in the system of tourist education, aimed primarily at:

- study of global, fundamental educational topics;
- integration of topics and problems related to different fields of knowledge (humanities, economic, technical and other);
- use of the principle of interdisciplinarity;
- the principle of content saturation of specialized courses.

However, pedagogical science does not adequately respond to the needs of practice. Thus, there are no studies aimed at developing a functional model of readiness of the specialist to be a guide. To date, there are no special studies in tourism pedagogy that reveal the natural links and dependencies between the formation of a pedagogically-projected personality of a guide and the processes of his/her professional training, and identification of the conditions for effective functioning of the tourist education system. The lack of conceptual schemes and scientific and methodological developments significantly reduces the effectiveness of educational institutions in the tourism sector, adversely affects the quality of training of industry professionals [3].

In order to overcome the stereotypes in higher vocational education, it is necessary to change the process of teaching and training of guides. For this purpose it is necessary to build an educational process taking into account the cultural creativity of professional tourist activity, to envisage self-realization of pedagogical aspirations, to individually form the students' skills.

A tour guide is a special type of professional activity that a particular personality model must meet. One of the tasks of training guides is the formation of individual-personal, psychological, moral and ethical qualities [2].

It is worth noting that the effectiveness of any excursion is determined not only by the choice of the object, the development of the route, knowledge of the guide, but also by their good knowledge of the technique of conducting an excursion. Many factors depend on it, namely ensuring a clear excursion order, creating favorable conditions for perception of the material. The excursion technique is an integral part of the guide's professional skills, a practical manifestation of his/her qualities as a leader of the excursion group.

There are a number of requirements to the excursion technique. These include: acquaintance of the tour guide with the group, exit of the excursionists from the bus, movement from the bus to the object, location of the group, returning to the bus, adherence to the excursion plan, answers to the questions of excursionists, use of individual text during the excursion, work with the microphone and so on.

With the correct organization of excursion work preparation for it should take place in advance. Tour operators or travel agents do this.

The excursion subject should be known in advance by the tour guide. It is extremely important that the promotional activities and the purchase of the excursion tour be separated from the excursion by one or two days. This is significant in the sense that within this period of time there will be a certain psychological attitude of the excursionists. They have time to delve into the subject of the excursion [2].

The guide should also be careful not only in their language but also in their gestures, which are the language of non-verbal communication, on which the effectiveness of the guide's communication with the group largely depends. The rules of conscious, expressive use of gestures are similar to the rules of good tone: they are not innate, they should be continuously improved until they become the norm.

Thus, these principles of educational and professional activity of the guide should be the key to the success and need of this specialist in the modern labor market.

Today, the impetus for development of the profession of tour guide is the development of domestic and international tourism, people began to travel more not only within one state, but from country to country for business purposes, as well as to

get acquainted with the culture, customs and traditions of other places. Tourists are increasingly traveling in organized groups. And the leader of such a group is a professional tourist guide, who is always with the tourist group. This person checks the availability of transport, the availability of rooms at the hotel, arranges for meals before the arrival of tourists. After a group of visiting tourists is placed at a hotel, a sightseeing tour of the city is usually arranged, and the guide becomes a link between the tourists and all that tourists will have to familiarize themselves with. He also accompanies a group for dinner and evening entertaining or cultural events.

The Law of Ukraine “On Tourism” has only general definitions that guides-interpreters, tour guides, sports instructors, guides and other specialists of tourist support are individuals who carry out activities related to tourist support, except for persons who work in the relevant positions of the enterprises, institutions, organizations which the visitor facilities belong to or serve. According to the Law, the list of positions of specialists of tourist support and qualification requirements for them are determined by the central executive body, which ensures the formation of state policy in the field of tourism and resorts, in agreement with the central body of the executive power, which ensures the formation of state policy in the field of labor relations [4]

The guide is first and foremost an organizer and leader of the tourist route, which is a pre-planned and paid tourist trip to one or more places with a complex of necessary services, such as: flights, meals, lodging etc.

The tour guide is a representative of their tourist organization. Responsible for the order and discipline in the group. He/she must strictly follow the rules of travel, be sociable, open, create a favorable psychological climate in the group. When communicating with tourists, the tour guide should be able to answer any questions that tourists have, not only the bastions related to the objects of the excursion.

During the first meeting with tourists, the tour guide should explain the future route, tell about the main attractions, sightseeing and more. Throughout the itinerary, he or she must be with the group, organize and promote both scheduled and unplanned events. The tourist support specialist is obliged to know everything about

the itinerary, program of tourist services, reservation of places, rules of travel, accommodation, food, cost of tourist services, maintenance and the form of preparing of the required documents [2].

Ukraine is a country with a rich history and cultural heritage, it covers a large territory on the map of Europe and has unique natural resources. All this attracts millions of tourists every year, many of whom choose cities such as Kiev, Lviv, Kharkiv. That is why the demand for guides with foreign language skills is increasing, so there is an acute issue of their qualification.

The problem of shortage of people who speak different foreign languages poses another problem, namely the attraction of low-skilled professionals who have a poor knowledge of the city or region and who cannot find common ground with tourists, have indirect knowledge of the country and its cultural values, do not possess at least the basics knowledge of the specifics of psychological support for tourists.

Psychological support for foreign tourists includes assistance in adapting to conditions of a new environment (country's rules and regulations, its laws and traditions). The purpose of this activity is for tourists to get extremely positive impressions of the country of visit, and therefore travel in general. A tour guide who does not have the specific professional skills acquired at various training courses cannot adequately provide the necessary tourist services, such as assistance in emergency situations, conflict resolution between tourists themselves as well as misunderstandings with a local population.

Moreover, the inexperience of a tour guide with knowledge of a foreign language can provoke conflict. Tourism professionals are trained in specialized courses, according to the current legislation, namely the Law of Ukraine "On Tourism", which states in Article 26 that professional training, retraining and advanced training of personnel in tourism are carried out by state, municipal and private educational institutions in accordance with the procedure established by the legislation. Preparation of certain categories of specialists of tourist accompaniment (guides-translators, tour guides, sports instructors, excursion guides, etc.) which do

not require citizens to obtain a vocational or higher education degree to achieve a certain educational qualification level can be carried out in accordance with the set regulations by legal or physical entities [1].

Each course begins with the discipline “Methodology of Excursion Service for Foreign Tourists”, which includes methodological courses on psychological features of working with foreigners.

In order to successfully work with tourists, the guide must have a large amount of knowledge and be prepared for any unexpected circumstances and extreme situations. To be ready to act appropriately in any situation, as well as to be able to interest the group, to provide information in a creative and interesting form.

Conclusions.

Therefore, summarizing all of the above, we can conclude that excursion method is the basis of the excursion process, which in addition is a set of tools and techniques for transferring knowledge, skills and abilities. Almost all the theory of excursion is a deep analysis of the executing of the excursion method aimed at teaching (knowledge transfer) and educating (formation of a comprehensively developed personality). The excursion method, as one of the most active means of interaction between the tour guide and excursionists, is also one of the conditions for their fruitful communication. Based on the excursion practices, it can be stated that only the excursions which are built taking into account the requirements and features of the excursion method reach the set goals. And in the process of training specialists in tourist accompaniment (tour guides), taking into account all the features of the excursion methodology is the key to the formation of highly qualified specialists who will be competitive and in demand in the labor market because at present almost all over Europe the requirements for tourist accompaniment specialists (tour guides) are identical: higher education (preferably in humanities); additional specialty training; knowledge of one or more foreign languages; eloquence and clear diction; sociability, openness, friendliness; artistry and a broad outlook.

Also, nowadays there is a real need for qualified guides who are fluent in foreign languages, due to the increased flow of tourists from around the world. It is also important to emphasize the need to train specialists in tourist accompaniment (guides) in psychological education, as they will create a comfortable climate for tourists, since changing habitual environment is a stressful factor for many people, and helping tourists in any situation is a direct duty of a tour guide.

References

1. Golubnicha, S. M. (2013). *Basics of excursion business*. Donetsk [in Ukrainian].
2. Emelianov, B. V. (2012). *Excursion Studies*. Moscow: Sovetskiy Sport [in Russian].
3. Fedorchenko, V. K., Kostukova, O. M., D`orova, T. A., & Oleksiiko, M. M. (2014). *History of excursion activities in Ukraine*. Kyiv: Kondor [in Ukrainian].
4. Schuka, G. P. (2013). *The system of vocational education in the field of tourism in the Russian Federation, Ukraine and the Republic of Belarus: monograph*. Luhansk: DZ «LNU imeni Tarasa Shevchenko» [in Ukrainian].