

Забяспечвалася ўзаемадзейне з дзяржаўнымі структурамі (раённы выканаўчы камітэт, экалагічная інспекцыя), установамі адукацыі (Баранавіцкі дзяржаўны ўніверсітэт, Экалагічны цэнтр навучэнцаў, школы горада і раёна), сродкамі масавай інфармацыі. Тэлевізійныя рэпартажы ахапілі медыя-аўдыторыю каля 800 тыс. чалавек.

Задачы, якія былі пастаўлены на працягу праекта, будуць і далей развівацца ў праектах і праграмах аб'яднання дзякуючы з'яўленню ў якасці валанцёраў групы моладзі, якая зацікавілася экаагратурызмам.

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PROBLEMS IN TRAINING TOURISM SPECIALISTS

Работа состоит из теоретической части и исследования. Основная идея работы заключается в понимании задач для подготовки специалистов туризма. Обзор был сделан необычным образом: были предложены четыре студента из разных стран и университетов. Шесть туристических компаний делали заключение, каких из этих студентов они приняли бы на работу. А также они должны были объяснить, почему они выбрали этого студента.

The work consists of the theoretical part and survey. The main idea of the work is to understand the problems in training tourism specialists. The survey was made in an unusual way; four students from different countries and universities were chosen. Six tourism companies were answering which of these students they would take for a job. And also they had to explain why they had chosen those students.

The aim: What kinds of specialists are needed for tourism industry?
The problem: Not all knowledge that is provided by universities to students is useful for working in this field.

When people want to take a trip they are looking for a tourism agency which could help them to do it. The first thing that people are looking for is the price, but not less important is the specialist that guides the trip. Specialists that work in tourism industry have to have specific knowledge and they have to love this job and be able to exhort the client. An Austrian economist in 1910 was the first who defined tourism as operators that mainly have economic nature, which relate to the entry, stay and movement of foreigners inside and outside a certain country, city or a region. That means to travel around. So a tourism specialist is a person who helps to do this traveling.

To understand and solve the problem of the research work four portraits with university programs were described. Each university is from a different country and in the survey just a variant, not the country or the name of the university from which the information was taken was shown. These universities were from Belarus, Latvia, Switzerland and one university was invented. These four variants were offered four tourism companies; they had to answer which of these

«students» variants they would take in their company for a job, as a criterion taking only the subjects that are provided in their university.

The variants were as follows:

First student:

The first student was studying for five years and from the third year of the studies he/she had practice. In the third and fourth year he/she had one month practice and in the fifth year he/she had four months practice. At the university the student mainly was studying: management, marketing, economics, mathematics, culture, languages, legislation, tourism.

Second student:

The second student was studying for four years, from the second year of studies the student had to start practice. At the university the student mainly was studying: leadership, economy, culture, languages, environment-tourism, rhetorics.

Third student:

The third student was studying for two years; the practice was during the whole time of studies. The student had to study for some hours at the university but to spend also some time in the work placement. At the university the student mainly was studying: leadership, economy, culture, tourism, legislation, tourism facilities management.

Fourth student:

The fourth student was studying for one and a half year. The practice was started when the first year of studies ended. At the university the student mainly was studying: languages, rhetorics, tourism-environment, legislation, psychology.

As a result six tourism companies were choosing students that they could give a job. Three of them chose the third student, two of them — the first student and one did not choose directly. Tourism companies explained that they chose the third student, because there are specific studies — lessons and practice at the same time. The first student was chosen because there were a lot of good subjects for tourism specialists but there should be Rhetorics also and they said that there should not be Mathematics taught. They all said that in real work life students should be fast in thinking and working, sociable, with a lot of knowledge about geography, they should know languages, love and be interested in their job. Teachers of universities should see who of the students could be good in tourism and who not. Also it is not giving good results if a student is studying too many subjects which after graduating even would not be used or remembered. Universities should teach the main subjects and in time should change something; as life and technologies are developing so fast universities should follow them. One of the tourism agencies said: «If a student in his job can say for costumers — that I learned at the university», then you can see a good result from university. But the main point of these companies was that all is

based on the person who comes to apply for a job and of his willing to be a good specialist.

According to *saki.lv* report of the education system in Latvia it is pointed out that business people do not want to give a job just because you have a «paper» — a diploma. They think that the main thing is practice and people who are willing to do the job. The diploma does not mean anything if you cannot be good in this field as a person, if you cannot put your individualism in it. In this report we can see the tendencies which are in education systems not only in Latvia but also in Europe. The teaching staff is old and nothing new is coming in education, so all is based on students. To escape and solve these problems universities should think how to improve the quality of studies.

The main and the most important conclusion is that students are studying programs where they cannot express themselves and cannot give all ideas and can not be charismatic in their job, they are not in their place, they are studying jus for diploma, not because they like these studies.

The second conclusion is that teachers at universities should see which students are suitable for this kind of working area.

The third conclusion is that universities should follow innovations and teach just major and useful subjects and pay great attention to practical studies.

The fourth conclusion is that tourism agencies are looking for those students that have better practical experience.