

BACHELOR OF TOURISM TRAINING TO MODELING AND RECONSTRUCTION IN THE HISTORICAL EVENT DESIGN

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Abstract. An article deals with vocational training to the creation of reconstruction projects of historical events. A comprehensive training session, development of action algorithms at all stages of the event design and disclosing the specificity of ones improve event design preparedness.

Key words: event, Bachelor of Tourism, event design, training session

Introduction. Myth-making about local ethnographic traditions, rituals, holidays and rituals as a successful direction of the tourism industry attracts tourists and visitors, has a positive economic and image effect.

Today's modern consumer of tourist product has a requirement to become party to a particular act or event. However, many of these activities are organizing at a low level, despite high demand. One of the reasons for this is a lack of professional preparedness of event planners. As a result, historical authenticity during reconstruction and interactive component of modeling become wrong.

The Bachelor of Tourism as a multifunctional professional should conform according to a rapidly changing economic tourism industry, quickly find the specifics of the required directions, and one should act not only as an organizer and participant, but also engage in planning, create scenarios for future events, get to know the specifics of separate direction of historical reconstruction [1, 2, 3].

However, one was revealed that a number of disciplines of the Bachelor of Tourism programmer don't involve the development of such skill as a design in general and an event design in particular. Only discipline "Theory and Methodology of Cultural and Recreational Activities" generate very little knowledge and very few technologies about ones. In our view, this is not enough. Professional training to modeling and reconstruction ought to be enhanced by the algorithm of action at all stages of event design and reveal their specificity. Creating the projects has a specific strategy in which one can distinguish two blocks:

❖ general stages of event design, which include: development of a working group; analysis of the main idea; elaboration of the plan; distribution of tasks within the group; determining the timing of the implementation of each stage and etc.

❖ specific stages of event design, which include: determining one of the direction are "Living history", "Bugurt" or "Tournament"; decision one of the event form "Museum of living history", "Festival of living history", competition or review; search for information and work with the archive; interaction with historical modeling and reconstruction clubs; development of interaction algorithms.

In line with the above, study's stated goal is developing skills necessary to modeling and reconstruction in the historical events design.

Objectives of the study:

1. To determine the students level of design preparedness to holding historical event.
2. To develop and implement comprehensive training session aimed at events design.
3. To confirm the effectiveness of comprehensive training session by means of pedagogical experiment.

Methods and organization of a research. At the initial stage of the experiment, a survey was conducted, during which students independently assessed their knowledge, ability and skills required to successfully events design. Then comprehensive training, which includes three separate classes of 90 minutes, was held. In order to consolidate the results it was held again after two weeks. The effectiveness of comprehensive training session



was determined by essays writing, theoretical knowledge screening and event projects designing. 20 fourth-year students of Orel State University after I.S. Turgenev, who study according to bachelor's degree programmers 43.03.02 Tourism, took part in the research.

Results and discussion. The results of the initial stage of the experiment have showed 64.5 % of respondents have an exaggerated notion of their ability to meet the challenge. Only 9 participants were able to develop the project in full. In order to correct the deficiencies in its present situation comprehensive training session named “Event planning” was realized in accordance with the following consistent tasks:

1. To acquaint the participants with the basic concepts and design rules. The main training methods were a role-playing game “Introduce me to the concept” and such exercises as “Snowball”, “Target” and “Questionnaire for verification”. As a result, students learned to orient in terms and use them in communication and interaction.

2. To analyze the algorithms of possible actions during the event projects designing. A separate training session, which consisted of exercises aimed at gradual analysis and modeling of actions in writing and in action, had uncovered the features of each type of event tourism, to determine the necessary forms inherent to them.

3. To acquaint the participants with interactive work during the events carrying on the example of modeling the historical event. The main training methods were situational games, improving improvisation skills.

The results at the final stage of pedagogical experiment have indicated the positive dynamics of knowledge, ability and skills required to successfully events design (figure 1).

The figure shows, 66% of students did the work in full. These students showed a vivid creativity by involving in their projects the volunteers, fireworks and a laser show. This significant improvement confirmed the effectiveness of comprehensive training session in educational process of the Bachelors of Tourism.

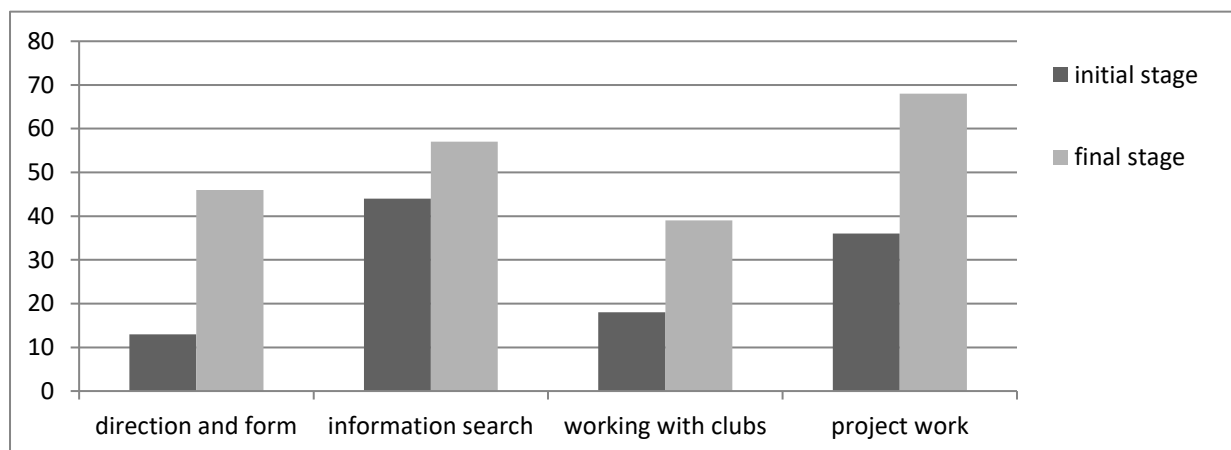


Figure 1. Levels of knowledge, ability and skills development at the stages of pedagogical experiment (%)

Conclusions. Project work is an effective tool of successful professional activity of the Bachelors of Tourism. Significant improvement of knowledge, ability and skills required to successfully events design results demonstrates the effectiveness of the proposed comprehensive training session. The result of the event planning introduction, even for a short time, gives the result. This leads to the conclusion that it is necessary to introduce the elective course “Event planning” at the final stage of Bachelors of Tourism programmer.

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