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И ЭКСПОРТНОГО ПОТЕНЦИАЛА
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**Kalimbetov E.A., Beisakhmet A.A., Bayburiyev R.M., Yessenov M.N.
FORMATION OF COMPETITIVENESS OF TOURISM SPECIALISTS**

The given article deals with the issues of formation of competitiveness of tourism graduates. Also, general and professional competencies gained during trips to enterprises are reflected.

Key words: Tourism specialist, competitiveness, general and professional competencies

Developing more tourism infrastructure - hotels, resorts, transportation, tourist destinations, and other amenities - is not enough to meet the needs of tourism industry in Kazakhstan. The government and private enterprises must invest in tourism and hospitality education to fill the critical gap in workers who understand international best practices. Now it is the time to invest in human resources and skills development.

Competitiveness of graduates is a key criterion which indicates the quality of an educational process at universities. Competitiveness of graduates depends on a set of competencies and knowledge acquired at university and needed to succeed in a competitive job market. The main components of competitiveness are professionalism and personal qualities.

The quality of professional education involves the formation of students' knowledge and skills which meet market expectations. In the field of tourism, a set of competencies is quite wide. Graduates, in addition to specific professional skills, should have language skills and be able to work in a team, be mentally competent and resistant to stress, to be able to make decisions, creatively solve tasks, etc. This problem can only be solved through a right balance of the theoretical part of the program and professional practices.

Tourism specialist is a developer of tourist routes who forms a complex of tourist services and promotes it. Tourism specialist operates tours, prepare advertising and information base, calculates prices for tours and transfers them to travel agents for subsequent sale to tourists. Tourism specialists are responsible for organising and preparing holiday tours. They follow trends in the popularity of destinations and packages, and adjust company plans accordingly, interact with partners abroad, etc.

Now, let's have a look at key skills required for getting job in tourism industry in Europe and Kazakhstan (Table 1)

Table 1. Key skills for tourism specialists in Europe and Kazakhstan

Key skills for tourism specialists in Europe	Key skills for tourism specialists in Kazakhstan
<ul style="list-style-type: none"> • A demonstrable interest in travel. • Knowledge of key holiday destinations. • Foreign language skills. • Excellent interpersonal skills. • Communication skills. • Organisational skills. • IT skills. • Commercial awareness. • Good time management skills. 	<ul style="list-style-type: none"> • A demonstrable interest in travel. • Knowledge of key holiday destinations. • Foreign language skills. • Excellent interpersonal skills. • Communication skills. • Organisational skills. • IT skills.

One of the fundamental conditions for the formation of the competitiveness of young professionals in the labor market is the direct participation of enterprises-employers in the educational process of the university. The organization of close interaction between universities and employers is a task which includes the emergence of new areas and forms of cooperation that would assist universities in the training of specialists, and businesses in staffing. The integration of universities and enterprises in the field of training of young specialists allows employers to participate directly in shaping the competencies required from young specialists.

In the system of interaction between universities and enterprises, trips to enterprises contribute to the company's image, attract young skilled workers and promote a number of professions that are in demand. For universities, trips to enterprises are interesting from the point of view of the formation of professional competencies.

1st year students are interested in issues related to the introduction to profession and the training direction. In addressing these challenges, trips to enterprises can help students.

2-3 year students, studying the profile special discipline, are aimed at the acquisition of professional competencies, which can be received by them in the framework of the educational process. Conducting trips to enterprises will be one of the solutions to connect practice and theory. To implement such an approach is possible through the organization of trips in the form of site workshops.

Senior students (4th year students) are focused more on the search of work. It should be noted that just one of the important areas of organization of trips is to improve the company's image among students, to create an image of an attractive employer and to attract young skilled workers. The current situation in the labor market makes employers look for non-traditional approaches to recruitment, and this kind of recruiting trips can simultaneously solve the problems of enterprises and future graduates.

Thus, summarizing the role and importance of the trips to enterprises in the process of formation of the competitive specialist, the following types of trips and consumers can be distinguished (Table 2).

Table 2. Types of trips to enterprises and consumers [1]

Trips to enterprises		
Introductory trips	On-site and practical trips	Recruiting trips
1 st year students	2-3 year students	4 th year students

It should be noted that the low competitiveness of graduates in the labor market is due to lack of knowledge of the basic principles of professional choice, inability to plan their career, lack of entrepreneurial spirit in search of work place, slow socialization, as well as the high demands of today's labor market, not only for the level of education of young professionals, but also for their personal qualities. In order to improve the competitiveness of the students it is important to ensure interconnection of theoretical knowledge and professional experience at the training stage [2].

Trips to enterprises are conducted on the bases of the practice of region:

- Trips to enterprises focus on studying, depending on the specialization, accommodation facilities, recreational areas and resort areas;
- Trips to enterprises are exploratory in nature (research-oriented);
- Trips to enterprises activate the cognitive interest of students;
- Trips to enterprises encourage students to independence and finding new information.

Trips to enterprises allow integrating the knowledge gained during the training process, but also helps to build a process of interaction between student and teacher on the basis of cooperation and pedagogical support of development. The use of this teaching method promotes general and professional competencies within the specific professional module [3].

As a result of trips to enterprises the student masters the following general cultural and professional competencies:

General cultural competencies:

- the ability to improve and develop their intellectual and cultural level, to achieve self-improvement);
- readiness for active communication in the scientific, professional, social and public spheres;
- the ability to use the skills and abilities of organization of scientific research work, team management, to know the basics of team building, to form a favorable moral and psychological climate in order to achieve goals, to evaluate the quality of the results of individual and collective activities;
- the ability to use theoretical and practical knowledge in the field of tourism;
- the ability, using the latest information technology, to acquire and use the new information, knowledge and skills in the practice;
- the ability to find, summarize, analyze, synthesize and critically rethink scientific, reference, statistical and other information;
- the ability to generate, execute, perform, report, and analyze the results of the work performed.

Professional competencies:

- ability to develop new tourist projects that meet the requirements of the tourist industry, to identify priority areas in the design, to make the necessary legal and technical documentation;
- readiness to apply the methods of analysis, development and solutions in the activities of enterprises in the tourism industry;
- the ability to monitor and evaluate the effectiveness of the processes in the tourism industry;
- capacity of assessing the risks of innovation and technology in the tourism industry;
- the ability to formulate the concept of tourism enterprises;
- the ability to set goals and choose the methods of research, interpret and present the results of scientific research in the field of tourism;
- the ability to develop and implement innovative technologies in the tourism industry.

Regarding training of the tourism specialists, it is necessary to emphasize the connection with practice and employers at an early stage of formation of educational programs. This principle laid out during the development of professional standards in the tourism industry of the Ministry of Industry and New Technologies of the Republic of Kazakhstan in 2012 was taken into account in the programs implemented by the Department of Recreation Geography and Tourism in KazNU. As a result, the requirements of potential employers for the quality of training of tourism graduates were taken into account. Key competencies of staff of travel agencies and hotel companies are reflected in the standard.

Effectiveness of trips to enterprises in the learning process is, first of all, in the professionalization of young professional leads to social adaptation of student, increase in competitiveness of graduate and, as a consequence, the successful employment and future career development.

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Kamzanova A.T., Mun M.V.

EDUCATIONAL PROGRAM OF SPECIALTY "6M050300 - PSYCHOLOGY": PROBLEMS AND PERSPECTIVES

Today, education must be seen as the production of human capital, which is an important component of intellectual capital. Given the increasing role of human capital in the trends of economic and scientific and technological development, it is easy to see that education is the main driving force behind the development of modern society. This phrase has become a slogan, and no one ponders in the meaning of it. Education is the production of active knowledge, ensuring the acceleration of social development in all its directions and trends. Education is harmonization and humanization of social life, a movement to genuine human freedom. The development of society depends on the development of education. Development of education can be carried out itself, but this development is effective only if it is managed and improved by management processes.

Education can be managed on the base of the current, partial and private, general and serial-to-long-term improvements of the existing system.

To effectively manage the education we need to know the objective tendencies of its development, i.e. the laws of education's development. Because we can improve it on an empirical and pragmatic basis, as it is happening now. But we can do it, based on a scientific approach.

The main objective of the educational policy of the University is to provide high quality of education; it is based on the development strategy of al-Farabi Kazakh National University in the 2012-2020 years and in the light of the Strategy for the Development of the Republic of Kazakhstan in 2050 "New political course of established state". Department of General and Applied Psychology continues to work to improve the psychological training program in accordance with international standards, focusing on the university's strategy to become one of the world's leading research universities for the preparation of competitive specialists for the innovation economy by 2020. In this regard, the Department of General and Applied Psychology has made every effort in recent years in the formation of such a training program for professionals in the specialty "Psychology", which reflects the global standards of education in the field of psychology. And today this work allowed passing international accreditation ACQUIN.

The result of the achievements of the department due to the fact that the new experimental graduate courses on the basis of correlation with programs promising European and Western universities have been developed. Developed programs characterized of Integrative knowledge and the applied orientation. Tutorials, monographs, methodological manuals have been developed on the basis of these programs.

Significant changes in the research activity of the department teachers took place from 2012 to 2016. The department actualized research work together with the undergraduates. Master's thesis were aimed at solving urgent problems of the region and discussed with employers at department meetings. Employers acquainted with psychological problems in organizations that are formulated as a research problem.

On the basis of research of the department published joint articles with undergraduates, training modules developed.

Promote educational and research activities was provided in the course of undergraduates' internships. Undergraduates of the department have been trained in a variety of advanced universities in Germany, Korea, Russia and other countries, which allowed acquire the achievements of psychology of these countries, to master new technology research, writing projects and the specifics of psychological diagnosis and counseling.

Internship's passages had a significant importance for professional self-consciousness of undergraduates and stimulate their creativity. Undergraduates took an active part in international scientific conferences and symposia; they publish research results in international scientific journals.

Also, analysis of the labor market and professional practice allowed us to determine that today the most popular are specialists in the field of organizational and clinical psychology. These requirements of contemporary professional practice and the labor market are reflected and integrated in the educational program. Employers' wishes are also taken into account in developing this educational program (Caspian Bank, Halyk Bank, Mental Health Center of Almaty, Republican Scientific and Practical Center of Psychiatry, Psychotherapy and Addiction, and others).

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