

# Practical training model for students in tourism and hospitality: Description of the elements of the practical training system at the university

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**Abstract:** The article discusses the actual problems of practical training in the tourism and hospitality industry in Russia and identifies the main problems of training specialists at Russian specialized universities. The main focus is on building partnerships between universities and employer organizations in order to train highly qualified specialists. **Purpose:** The research is aimed at creating an effective model of practical training based on the interaction of the university with employer organizations within the framework of the training of specialists in the tourism and hospitality industry. **Design/Methodology/Approach:** The work is based on scientific publications devoted to evaluating the effectiveness of the existing system of personnel training for the tourism and hospitality industry, studying its features, building models of vocational education, and using practice-oriented programs in the training of specialists. To study the problems of practical training of personnel for tourism and hospitality, systematic and structural approaches were used as a methodological basis, as well as methods of analysis and synthesis, study of models of cooperation between universities and employers, and methods of monitoring and evaluating the quality of training specialists. To obtain empirical data, the analysis of the needs of the labor market for specialists in the hospitality industry was carried out, as well as the study of models of cooperation between universities and employers. **Results:** In the course of the work, the author has formed a model of practical training of specialists in the tourism and hospitality industry, including the purpose and objectives, process requirements, organization conditions and requirements for the results of the process. The innovative nature of the proposals lies in the development of new models of practical training based on gamification technology. The direction of further research may include the development of a methodology for the organization of the university's interaction with employer organizations in the framework of practical training. **Conclusion:** The results of the study can be used by professional educational organizations to organize the process of practical training of students, which will effectively solve the problem of training personnel for tourism and hospitality. The social consequences of organizing the process of practical training for students will include increasing the competitiveness of graduates in the labor market, improving the quality of tourist and hotel services, introducing innovations into the tourism and hospitality industry, and developing startups.

**Keywords:** tourism; hospitality; personnel training; practical training; practice; practical lesson; students; gamification; gaming technology; extracurricular activities

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## 1. Introduction

The system of higher professional education has been developing very rapidly lately: the requirements for employees and the duties performed, educational standards and the list of competencies, the organization

of the educational process, and the requirements for learning outcomes are changing. All these changes require the organization of close interaction between educational organizations and industry enterprises.

However, the vocational education system does not fully ensure interaction with production and business structures. This leads to the fact that graduates do not always have the necessary professional knowledge and skills, which makes it difficult for them to find employment and reduces the quality of services.

The main problem in training personnel for the tourism and hospitality industry is the low involvement of employers in the educational process, which prevents students from acquiring the necessary skills and abilities.

In addition, the tourism and hospitality industry in Russia suffered significantly during the pandemic, which led to an outflow of qualified specialists to related areas of the market that turned out to be more in demand. As a result, the tourism industry has changed the direction of development from external tourism to internal directions and the development of tourist infrastructure in the regions of Russia. The tourist cashback program helped to increase the tourist flow in Russia between regions and within regions. The situation required the restructuring of the system of training specialists in the tourism and hospitality industry, which revealed the need to focus the training of specialists on domestic tourism products. At the moment, about 75% of the staff of tourist enterprises do not have a professional tourist education, and they received professional skills and abilities already while working at the enterprise<sup>[1]</sup>. This situation discredits tourism education in Russia, as there is a perception that academic education in tourism and hospitality is not required. On the other hand, the separation of academic education from the demands of employers also creates conditions when specialists cannot form skills and abilities that are in demand in the labor market<sup>[2]</sup>. At the same time, there is a growing demand for tourism education that combines theoretical and practical training. This is also facilitated by the provisions of the newly adopted regulations on practical training.

## **Justification and objectives of the research**

To solve these problems, it is necessary to improve the system of vocational education and advanced training in the field of hospitality, as well as to involve employers in the practical training of professional personnel.

The purpose of the study is to create an effective model of practical training based on the interaction of the university with employers in the process of training specialists in the tourism and hospitality industry.

## **2. Methodology**

### **2.1. Review of scientific sources**

The effectiveness of the existing system of personnel training for the tourism and hospitality industry was studied by Shcherbakova<sup>[3]</sup>, Kosenko and Mikriukova<sup>[4]</sup>, Huaman-Romani et al.<sup>[5]</sup>, Alexeyenko and Jazykbaeva<sup>[6]</sup>, Petrenko et al.<sup>[7]</sup>, and Svetlana et al.<sup>[8]</sup>.

Shcherbakova<sup>[3]</sup> highlights the indicators of the personnel training system for the tourism and hospitality industry: saturation of the industry with educational institutions; the level of personnel renewal and potential needs of the industry labor market; the level of satisfaction of students, the chosen profession; assessment of the quality of retraining; the attitude of employers to specialists in the hospitality industry; and the share of employees in the hospitality industry.

Kosenko and Mikryukova<sup>[4]</sup> and Huaman-Romani et al.<sup>[5]</sup> consider the systems of training qualified personnel for the tourism industry and give a big role in this process to the Centers of Advanced Professional Training according to WorldSkills standards.

According to Alekseenko and Jazykbaeva<sup>[6]</sup>, the basis of competitiveness of professional education in the hospitality industry is considered the introduction of digital technologies and the use of innovations in the educational process.

Petrenko et al.<sup>[7]</sup> consider the interaction between social partners in the region to be the driver of the development of the tourism and hospitality industry.

According to Svetlana et al.<sup>[8]</sup>, in the system of personnel training for the hotel industry, attention is paid to the independent creative work of the student and the development of creative managerial thinking.

The features of personnel training for the tourism and hospitality industry were studied by Bitter et al.<sup>[9]</sup>, Romantsova and Zachinyaeva<sup>[10]</sup>, Morozov and Morozova<sup>[11]</sup>, Morozov et al.<sup>[12]</sup>, Bespaeva<sup>[13]</sup>, Mokhovaya and Gazilov<sup>[14]</sup>, Aksenova and Knyazeva<sup>[15]</sup>, Smith and Ilkevich<sup>[16]</sup>, and Sakharchuk<sup>[17]</sup>.

Bitter et al.<sup>[9]</sup> define the content of competencies aimed at the formation of skills and abilities to work with regional tourist resources: regional recreational competence; competence in the field of geography; and information competence in the field of regional tourist resources.

Romantsova and Zachinyaeva<sup>[10]</sup> substantiate the use of a contextual approach in the formation of professional competencies and flexible skills of tourism bachelors through the introduction of an imitation training model in the form of a professional event.

Morozov and Morozova<sup>[11]</sup> and Morozov et al.<sup>[12]</sup> identify promising requirements for employees of the tourism and hotel industry in the context of the transition to digitalization and indicate the need for the formation of expanded digital competencies.

According to Bespaeva<sup>[13]</sup>, and Mokhovaya and Gazilov<sup>[14]</sup>, one of the disadvantages of the Russian vocational education system is the great attention to theoretical training and low practical orientation, as well as limitations in the choice of methods and duration of training.

Aksenova and Knyazeva<sup>[15]</sup> believe that in order to ensure the effectiveness of professional training for specialists in the tourism and hospitality industry, it is necessary to use innovative forms, the main of which is the inclusion of students in research activities within laboratories.

Smith and Ilkevich<sup>[16]</sup> substantiate that achieving the goals of optimizing the structure and priorities of Russian vocational education in the field of tourism and hospitality is difficult from the point of view of educational design, including issues such as international academic mobility, credit transfer, and blended learning.

According to Sakharchuk<sup>[17]</sup>, the competitiveness of vocational education is based on the use of technologies for praxiologization of training: the allocation of theoretical and practical basis. The practical basis of education includes innovative forms of contact classroom educational activities, dispersed practices in quasi-industrial conditions, long (semester) practices, profiling internships, and academic mobility.

In the works of Vakhovskaya et al.<sup>[18]</sup>, Butko<sup>[19]</sup>, Chernysheva<sup>[20]</sup>, Perova<sup>[21]</sup>, Shevchenko and Shevchenko<sup>[22]</sup>, and Romantsova and Zachinyaeva<sup>[10]</sup>, special attention is paid to trends in the hospitality industry market and the training of relevant specialists for the industry. One of the main trends in the hospitality industry market is increasing competition and increasing demands from consumers. Customers are becoming

more and more demanding and expect from hotels and restaurants not only high-quality services, but also innovative solutions that will allow them to get a unique experience. Another important trend is the digitalization of the hospitality industry. Modern technologies allow automating many processes, improving the quality of service and increasing convenience for customers. In addition, digital tools can help collect and analyze customer data, which will allow you to better understand their needs and provide more personalized services. Thus, for successful work in the hospitality industry, specialists with appropriate training are needed. Important skills for employees in this industry are communication and leadership skills, the ability to work in a team, make decisions quickly, and adapt to a changing situation. In addition, specialists should be ready to work with new technologies and be able to use them to improve business efficiency.

Models of training specialists at universities using practice-oriented programs were studied by Sakharchuk<sup>[23]</sup>, Minnulina and Solopova<sup>[24]</sup>, Grinenko et al.<sup>[25]</sup>, Zaitseva et al.<sup>[26]</sup>, Petrovna et al.<sup>[27]</sup>, Gabidullina et al.<sup>[28]</sup>, Oborin<sup>[29]</sup>, Balitskaya and Lim<sup>[30]</sup>, and Pirogova<sup>[31]</sup>.

Sakharchuk<sup>[23]</sup> analyzed the organizational and pedagogical models of Western countries and summarized the results of their comparative analysis, based on which global trends and invariant constructs of the international system of professional tourism education were identified. The advantages of the system of leading hospitality schools include: organizational and pedagogical conditions for ensuring the continuity of educational stages, procedures for the implementation of professional qualification industry content in the content of specialized education; mechanisms for ensuring the correlation of learning outcomes with the demands of the professional sphere of activity, mechanisms for ensuring openness, accessibility, the possibility of individualization of the educational trajectory of students, their academic mobility, as well as the possibility of developing qualifications, the active use of various forms of career guidance, professional adaptation and socialization of students, the introduction of more effective innovative methods, including project and network, in the educational process the process<sup>[24]</sup>.

According to Grinenko et al.<sup>[25]</sup>, on the basis of combining the requirements of educational and professional standards, the balance of soft, hard, and digital skills in accordance with the specifics of the direction of training specialists for tourism and hospitality, the competence model of a specialist is being developed. The competence model includes two blocks of components: supra-professional (soft skills) and professional (hard skills), which model the preservation and development of innate, replenishment, and growth of personal competencies, the achievement of a certain level of social competence, their actualization and implementation in society, as well as the formation of the necessary professional competencies and their implementation in professional activities. The model is based on the unity of theoretical and practical training within the framework of an educational program, representing a coordinated set of disciplines that form all types of necessary competencies<sup>[26]</sup>.

Petrovna et al.<sup>[27]</sup> present a practice-oriented training model based on simultaneous orientation to the latest educational and professional standards, taking into account the specifics of the functioning of the hospitality industry in the region and the presence of a new element in the model: professional public accreditation.

Gabidullina et al.<sup>[28]</sup> propose a training model that takes into account the need for the formation of digital skills and knowledge among future employees of the tourism and hospitality industry. The training track "Digitalization" in the main educational program includes electives (for project work), electives (supercomputers and parallel data processing, travel blogging), and minors (for obtaining additional knowledge in related fields).

Oborin<sup>[29]</sup> offers a model for the formation of universal competencies among tourism employees, which includes a list of universal competencies, technologies for their formation, and evaluation methods.

Balitskaya and Lim<sup>[30]</sup> and Pirogova<sup>[31]</sup> believe that educational programs should be based on the “co-operative approach”, which provides a balance between academic and professional knowledge.

Geng<sup>[32]</sup> and Irina<sup>[33]</sup> consider the readiness of universities to abandon the usual principles and methods of organizing the educational process and the active and effective desire of businesses to engage in the training of qualified personnel for their enterprises as the basis for the effectiveness of practical training.

## **2.2. Materials and methods**

To study the problems of practical training for tourism and hospitality, systematic and structural approaches were used as a methodological basis, as well as methods of analysis and synthesis, the study of models of cooperation between universities and employers, and methods of monitoring and evaluating the quality of training specialists. This made it possible to comprehensively assess the problems of practical training of specialists for the tourism and hospitality industry, as well as the effectiveness of existing models of cooperation between universities and employer enterprises. Using the methods of comparative and contextual analysis, trends in the demand and conditions for the formation of professional competencies of specialists in the tourism and hospitality industry at the present stage were identified. In the course of the research, evolutionary analysis was also used, as well as general scientific methods of systemic, situational, structural, functional synthesis, deduction, and induction, which made it possible to evaluate the studied phenomena in dynamics.

The normative documents regulating the organization of practical training are:

- Federal Law No. 273-FZ of 29 December 2012 “On Education in the Russian Federation”<sup>[34]</sup>;
- Federal Law No. 403-FZ of 2 December 2019 “On Amendments to the Federal Law “On Education in the Russian Federation” and Certain Legislative Acts of the Russian Federation”<sup>[35]</sup>;
- Order of the Ministry of Education and Science of the Russian Federation No. 885, Ministry of Education of the Russian Federation No. 390 dated 05.08.2020 “On practical training of students”<sup>[36]</sup>;
- Explanations of the Ministry of Education and Science on the adopted normative legal acts Letter of the Ministry of Education and Science of the Russian Federation dated 30.10.2020 N MN-5/20730 “On the direction of questions and answers”<sup>[37]</sup>;
- Professional standards for employees of the tourism and hospitality industry, defining the characteristics of the qualifications necessary for an employee to carry out a certain type of professional activity, including the performance of a certain labor function<sup>[38–40]</sup>.

## **3. Results**

The concept of practical training is based on the principle that a successful career in the tourism and hospitality industry requires not only theoretical knowledge but also practical experience working on real objects. Practical training is aimed at developing the professional competencies and skills of students needed at the current stage of industry development.

Practice is a type of educational activity aimed at the formation, consolidation, and development of practical skills and competence in the process of performing certain types of work related to future professional activity (Article 2, paragraph 24 of 273—FZ)<sup>[34]</sup>.

Practical training is a form of organization of educational activities during the development of an educational program in the conditions of students performing certain types of work related to future professional activity and aimed at the formation, consolidation, development of practical skills and competencies in the profile of the relevant educational program (Article 2, paragraph 24 of 273—FZ)<sup>[34]</sup>.

Practical training includes not only internships but also the use of modern teaching methods, such as project work, case methods, simulations, and others. These methods help students gain not only practical experience, but also develop their analytical and communication skills, which is also important for a successful career in tourism and hospitality.

In addition, practical training includes not only working with employers but also with educational institutions. Universities and colleges must constantly update their training programs and take into account changes in the industry so that graduates are ready to work in new conditions. Thus, practical training is a necessary element of education in tourism and hospitality, which helps graduates be ready to work in modern conditions and achieve success in their careers.

The features of practical training in the tourism and hospitality industry are based on the competencies being formed for the main activities of specialists and include:

- work with guests (training in communication skills with tourists and the ability to solve problems that arise during a trip or hotel stay);
- teamwork (forming an understanding of your role in the team and the ability to distribute tasks and coordinate your actions with the actions of other team members);
- understanding cultural differences (teaching to respect cultural differences and adapt to them);
- digital and technological literacy (teaching how to work with new technologies and various digital systems that provide room reservations, online booking of tickets, the processes of rendering and providing services, etc.);
- knowledge of legislation (forming knowledge of the legislation regulating the industry and the ability to apply it in work);
- resource management (teaching students to manage resources such as time, money, and staff).

These features require the use of models of cooperation between universities and employers, such as dual education, internships, and others. Within the framework of dual education, students receive theoretical knowledge at the university and practical skills at the enterprise. Internships allow students to get acquainted with work in a real environment and gain work experience.

The process of practical training includes the following stages:

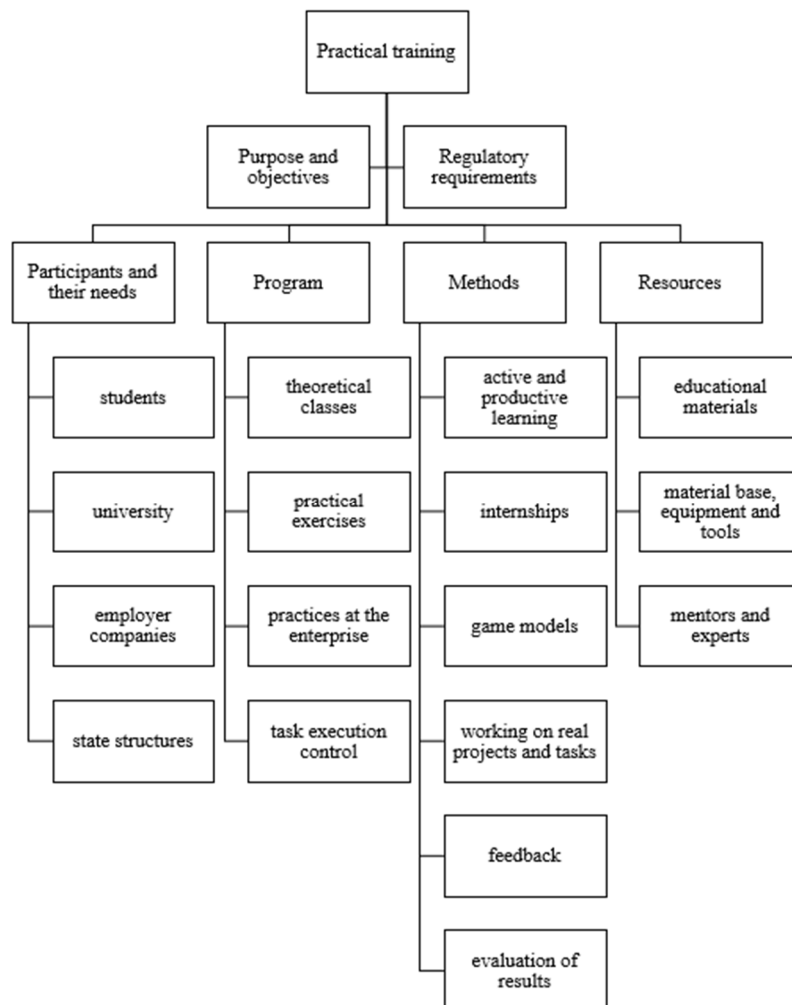
- 1) definition of the goals and objectives of practical training;
- 2) analysis of the requirements for the practical training process;
- 3) determining the needs of students in practical training;
- 4) development of a practical training program, including theoretical and practical classes;
- 5) selection of the place of internship in accordance with the requirements of the basic educational program;
- 6) organization of the practical training process, including the distribution of students to places of practice, monitoring of assignments and evaluation of results;
- 7) analysis and evaluation of the results of practical training, adjustment of the program, and the process of practice in accordance with the identified shortcomings;
- 8) preparation of reports on the internship and its effectiveness for students and educational institutions;



- 9) systematic monitoring and analysis of the practical training process to ensure its effectiveness and quality.

Thus, practical training should include not only introductory and production practices but also a general understanding of the structure of the industry as a whole and theoretical knowledge, on the basis of which practical skills and abilities will be formed.

The analyzed data allowed us to form a model of practical training for specialists in the tourism and hospitality industry, including goals and objectives, process requirements, organizational conditions, and requirements for the results of the process (**Figure 1**).



**Figure 1.** Model of practical training of specialists for the tourism and hospitality industry at the university<sup>1</sup>.

The purpose of practical training is to provide them with the necessary skills and work experience that will help them successfully cope with professional tasks and increase their competitiveness in the labor market.

Tasks of practical training:

- acquisition by students of practical skills and work experience in the tourism and hospitality industry;

<sup>1</sup> Compiled by the author.

- development of students' professional competencies and skills necessary for a successful career in this industry;
- training of personnel who meet the requirements of the modern labor market.

The requirements for the practical training process should be based on the needs of the tourist market, employers, the tasks of the region in the development of the tourism industry, regulatory requirements for the process and results of higher education, and the needs of students.

The main requirements include:

- compliance of programs with the current requirements of the tourism and hospitality industry;
- availability of qualified mentors and teachers with experience in the industry;
- providing students with the opportunity to work on real objects, communicate with clients, and make decisions in conditions close to real;
- ensuring control over the performance of tasks and the evaluation of the results of students' work.

Participants in the process of practical training are students, universities, employers, and government agencies. The needs of participants in the practical training process are presented in **Table 1**.

**Table 1.** Needs of participants in the practical training process<sup>2</sup>.

Participants	Needs
<b>Students</b>	<ul style="list-style-type: none"> <li>• Acquisition of practical skills and work experience in the tourism and hospitality industry, which increases their competitiveness in the labor market;</li> <li>• The ability to choose training programs and projects that meet their interests and needs;</li> <li>• Development of personal qualities, such as communication skills, ability to work in a team, and leadership qualities;</li> <li>• Support from educational institutions and employers in the process of training and internship;</li> <li>• The possibility of obtaining certificates and diplomas confirming the level of qualification and work experience in the tourism and hospitality industry.</li> </ul>
<b>University</b>	<ul style="list-style-type: none"> <li>• Cooperation with companies in the tourism and hospitality industry to organize practical classes and internships for students;</li> <li>• Development of courses that will include practical tasks and projects related to real problems of the industry;</li> <li>• Providing access to modern technologies and software used in the tourism and hospitality industry;</li> <li>• Organization of events that will allow students to gain experience in the tourism and hospitality industry, for example, organization of conferences, exhibitions and other events;</li> <li>• Providing access to specialized courses that will take into account various aspects of the tourism and hospitality industry, such as resource management, marketing, and legislation;</li> <li>• Providing access to mentors and experts in the tourism and hospitality industry who will help students with practical tasks and projects;</li> <li>• Creating conditions for the development of communication, leadership and management skills that will be necessary to work in the tourism and hospitality industry.</li> </ul>
<b>Employer companies</b>	<ul style="list-style-type: none"> <li>• Cooperation with universities to analyze the qualification requirements of future specialists and determine the most in-demand skills and knowledge.</li> <li>• Development of courses that will meet the needs of employers and will allow students to gain the necessary skills and knowledge for a successful career in the tourism and hospitality industry;</li> <li>• Organization of events that will allow students to gain work experience in real conditions, for example, organization of internships and projects at employer enterprises;</li> <li>• Providing access to modern technologies and software used at employer enterprises;</li> <li>• Creating conditions for the development of communication, leadership and management skills that will be necessary to work in the tourism and hospitality industry;</li> <li>• Providing access to mentors and experts in the tourism and hospitality industry who will help students with practical tasks and projects and prepare them for work at employer enterprises.</li> </ul>

<sup>2</sup> Compiled by the author.



**Table 1.** (Continued).

Participants	Needs
State structures	<ul style="list-style-type: none"> <li>• Compliance with legislation and quality standards of education, which are established by the state;</li> <li>• Taking into account the needs of the labor market and national priorities in the development of courses and training programs;</li> <li>• Ensuring access to education for all segments of the population, including low-income and socially vulnerable groups;</li> <li>• Development of the research base and innovative technologies in the field of tourism and hospitality, which contributes to the development of the industry and the economy of the country as a whole;</li> <li>• Support of training programs and projects aimed at environmental sustainability and social responsibility in the tourism and hospitality industry;</li> <li>• Assistance in organizing internships and projects at employer enterprises, which contributes to the professional development and professional growth of students.</li> </ul>

The practical training program should take into account the needs and interests of all participants in the practical training process and include:

- theoretical classes on the basics of the tourism and hospitality industry, rules of service, and communication with customers;
- practical training at facilities related to tourism and hospitality (hotels, restaurants, travel agencies, etc.);
- practical training at enterprises in the tourism and hospitality industry, during which students perform labor functions necessary for the enterprise;
- control of assignments and evaluation of students' work results.

The selection of the internship place takes into account the requirements of the program and the needs of students. Preference should be given to facilities that have a good reputation and experience working with interns. It is important to involve employers in the development of the basic educational program, practical training program, conducting theoretical and practical classes at the university, as well as evaluating the results and monitoring the process of practical training.

The organization of internships within the framework of practical training includes the distribution of students to places of practice, taking into account their needs and learning goals, monitoring the completion of tasks and evaluating the results of students' work, as well as providing communication between teachers, mentors, and students for the prompt resolution of emerging issues. Systematic monitoring and analysis of the practical training process to ensure its effectiveness and quality. This will help to identify problems in the system of practical training and make timely adjustments.

In practical training, Ural State University of Economics builds relationships with partner enterprises:

- companies and associations of the tourism and hospitality industry (NO "Ural Union of Tourism Industry", LLC "Gastronomic map of the Urals", NP "Hoteliers Club", the Association of chefs and restaurateurs of the Sverdlovsk region, the Federation of Auditors of Hospitality);
- authorities (branch ministries and administrations, the Center for Tourism Development of the Sverdlovsk region, the Administration of Yekaterinburg, the Sverdlovsk Regional Entrepreneurship Support Fund);
- exhibition centers, museums, and cultural institutions (Yekaterinburg EXPO, Youth Palace, Museum of Fine Arts, USUE Museum);

- travel companies (Tour operators EUROPORT and FUN&SUN, Profservice, UralExposErvice, Travel Agency “Dream Music”);
- hotels and accommodation facilities (UK “YUSTA”, UK “LIGHTS Group”, Hotel “Onegin”, Novotel Yekaterinburg Center, Azimut City Hotel Yekaterinburg);
- tourist centers (Skazov Park, Aramilskaya Sloboda, Ancestral Land);
- restaurants and catering enterprises (LLC “Restaurant”, LLC “Family Vine”, LLC “Caterinburg”).

The main objectives of the interaction of the Ural State University with the enterprises of the hospitality industry are:

- professional orientation of graduates of schools (gymnasiums), professional educational organizations for admission to the areas of training that are in demand for employers;
- organization of practices and promotion of graduates’ employment in the departments of partner enterprises;
- joint preparation of curricula and work programs of disciplines for demanded areas of training;
- performing research work within the framework of course and diploma projects (works) for students oriented to work in the departments of partner enterprises;
- exchange of necessary information within the framework of joint projects of the university and partner enterprises.

The following forms of interaction are used in the system of practical training at the university:

- career guidance activities;
- conducting open lectures for university students on topical issues of professional activity;
- organization of internships by students in the departments of partner enterprises;
- joint organization of scientific events, conferences, and round tables on topical issues in the hospitality industry;
- conducting competitions for projects and professional skills;
- industrial excursions to the enterprises of the hospitality industry;
- internships of teachers, undergraduates, and postgraduates in the departments of partner enterprises.

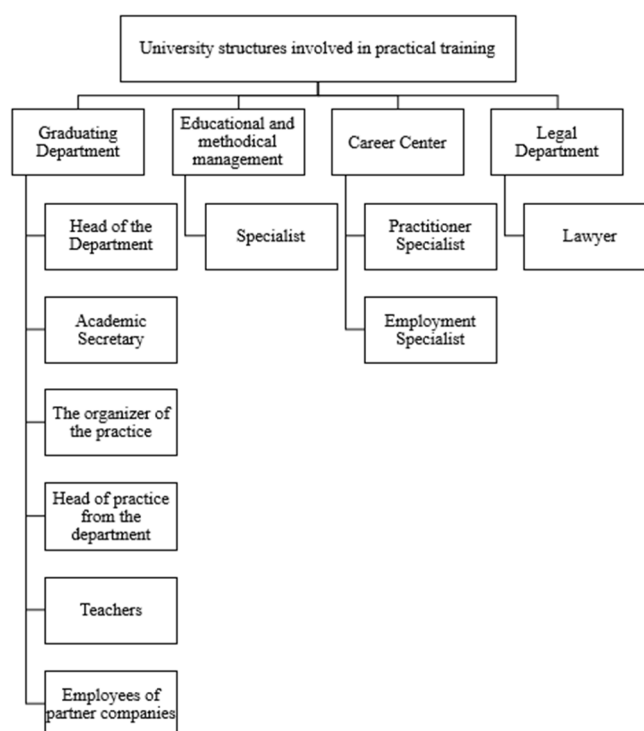
To organize interaction, a hybrid format is used, combining: face-to-face (offline) events; remote (online) events; and correspondence format (defining tasks, conducting research, evaluating the performance of tasks with the organization of project protection). The main types of events are open lectures, practical classes (seminars), laboratory classes, master classes, round tables, term papers and diploma design, competitions, and industrial excursions.

To ensure the interaction of practical training during classes at the university, the forms of industrial excursions and an invitation to conduct classes of heads of enterprises and experts of the tourism and hospitality industry are used. Industrial excursions act as an additional form of entry into the hospitality industry, allowing you to get acquainted with real enterprises—bases of practice—try your hand at professional activities, determine the subject of research activities. The organization of industrial excursions allows for constant communication with employers to include them in the process of preparing curricula and work programs for disciplines to evaluate the formed competencies. This allows us to meet the needs of the hospitality industry with highly qualified personnel.

Gamified technologies make it possible to organize almost any educational activity, both lecture-type and practical and laboratory classes, as well as industrial excursions and practices.

All elements of the educational process, both theoretical training and practical exercises, as well as additional tasks, are taken into account when forming a rating for a discipline (practice). To structure tasks, the discipline's website is used on the portal of electronic educational resources, which has a customizable list of tools. In the process of interaction, concepts of educational games have been developed (both on physical media and in electronic form), and a list and description of business game techniques used during classroom classes and industrial excursions have been compiled.

Both university specialists and representatives of employer enterprises take part in the implementation of educational practices (**Figure 2**).



**Figure 2.** Structure of university departments involved in the organization of practical training<sup>3</sup>.

Let's characterize their role in the process of practical training on the example of the Ural State University of Economics:

1) Head of the department—organization of the process of interaction with partner enterprises; development of curricula; scheduling of events; organization of all tasks of interaction with partner enterprises; and control of the implementation of the objectives of interaction;

2) Employees of the USUE Career Center—preparation of regulatory documentation; provision of documentation of procedures on electronic platforms; organization of university events; collection of vacancies from enterprises; and compilation of a resume bank of students and graduates;

3) Educational and methodological management—control and assistance in the development of curricula and work programs in disciplines;

4) Academic Secretary of the department—organization of work on methodological support of the educational process; organization of the process of developing work programs of disciplines and practices; and

<sup>3</sup> Compiled by the author.

quality control of filling the portal of electronic educational resources and journals of teachers in the unified information system of the university;

5) Specialist of the department responsible for the organization of practice—sending students to enterprises for practical training; organization of industrial excursions; and quality control of the practical training process and satisfaction of participants;

6) Teachers of the department—internships at partner enterprises, management of practice, student research, course and diploma projects; development and adaptation of practical training technology for a specific discipline; filling out the discipline's website on the portal of electronic educational resources; and conducting industrial excursions;

7) Employees of partner enterprises—participation in career guidance work and conducting scientific and practical events, round tables, open lectures, master classes, etc.; formation of a research request within the framework of course and diploma design; evaluation of learning outcomes; formation of practice requests and vacancies for hiring graduates; organization of teacher internships, etc.;

8) Students—acquisition of skills and abilities in the process of interaction; self-assessment of the formation of professional competencies and the development of a plan for their development; participation in events; research under the guidance of a teacher; course and diploma projects; participation in competitions and the formation of a portfolio.

The organization of the university's interaction with employer organizations within the framework of practical training has several social consequences. Firstly, this approach allows students to receive better and more practical training, which increases their competitiveness in the labor market. This, in turn, can lead to an improvement in the economic situation of graduates and their families. Secondly, the organization of interaction between the university and employers can contribute to improving the quality of production and services, since graduates will have the necessary knowledge and skills to work in the relevant industry. Thirdly, such an approach can contribute to the development of scientific and technological progress and innovation, as students will have the opportunity to work on real projects and problems that are relevant to the industry. Finally, the organization of interaction between the university and employers can contribute to improving the quality of life of the population as a whole since graduates will have the necessary knowledge and skills to work in socially significant industries, such as healthcare and education.

Thus, the organization of interaction between the university and employer organizations within the framework of practical training has broad social consequences that can have a positive impact on the economy and society as a whole.

## **4. Discussion**

The discussion of the research results took place in the form of presentations at scientific and practical events and meetings of the Department of Tourism Business and Hospitality, and the information obtained was used in organizing a practical training program for students studying in the areas of training “service”, “tourism” and “hotel business”.

The results of the study were presented as reports at scientific and practical events:

- Round table “Staffing of hospitality industry enterprises: training of mid-level specialists and line personnel as the most in-demand by the industry”, FUMO in the system of SPO and UGPS 43.00.00 Service and Tourism, Moscow, Russia, 6 April 2023;

- Round table “Cooperation of business structures and universities in the training of personnel for tourism (exchange of experience)”, Gorno-Altai State University together with the International University of Engineering and Technology, Gorno-Altai, Russia, 20 April 2023;
- XXV Russian Scientific and Practical Conference (with international participation): “Digitalization as a challenge of modernity: between humanization and dehumanization”, section of socio-cultural service and tourism “Hospitality and Tourism: Local in global trends in digitalization”, Humanities University, Yekaterinburg, Russia, 12–13 April 2023.

## **5. Conclusion**

In the course of the research, an assessment of the effectiveness of the existing system of personnel training for the tourism and hospitality industry was carried out, the features of training were studied, and the models of training specialists at the university with the use of practice-oriented programs were analyzed.

As a result, the stages of practical training are outlined, and a model of practical training for specialists in the tourism and hospitality industry is formulated, including the purpose and objectives, participants and their needs, program, methods, resources, and planned results of practical training. The needs of the participants in the process: students, universities, employers, and government agencies in the system of practical training are studied in detail. An example of the implementation of practical training is considered on the example of the Ural State University of Economics. The main partners and forms of cooperation of the university with employers in achieving the goals of practical training are identified, the university structures involved in the implementation of the practical training program are identified, and their functions are designated.

The results of the study can be used by professional educational organizations to organize the process of practical training of students, which will effectively solve the problem of training personnel for tourism and hospitality. The direction of further research may include the development of a methodology for the organization of the university’s interaction with employer organizations in the framework of practical training. The innovative nature of the proposals lies in the development of new models of practical training based on gamification technology. The social consequences of organizing the process of practical training of students based on gamification technology will include increasing the competitiveness of graduates in the labor market, improving the quality of tourist and hotel services, introducing innovations into the tourism and hospitality industry, and developing startups.

## **Statement of the supervisory board of the institution**

The study was conducted in accordance with the guidelines of the Helsinki Declaration and approved by the Institutional Supervisory Board of the Ural State University of Economics on 8 August 2023 and was approved for public publication.

## **Statement of informed consent**

Informed consent was obtained from all subjects participating in the study.

## **Transparency**

The author confirms that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

## Ethical statement

This study followed all ethical practices during writing.

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## Conflict of interest

The author states that there is no conflict of interest.

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