



Resource-Based Model Of Cross-Cultural Literacy Development Of Future Tourism And Sports Tourism Inspectors

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ABSTRACT

The aim of the study is to develop and comprehensively present the components of the resource-based model of cross-cultural literacy development of future inspectors for tourism and sports tourism, which consists of three interconnected blocks: methodological-target, content-procedural and diagnostic-resultive, and is based on the concept of Resource-based learning. A pedagogical experiment was organized to test the effectiveness of the model. The pedagogical experiment lasted during 2019-2021 (ascertaining – 2019-2020, formative – 2020-2021). Methods: theoretical, empirical; experimental; statistical. The analysis of the results of the pedagogical experiment of the effectiveness of the implementation of resource-oriented model and pedagogical conditions for the development of cross-cultural literacy of future inspectors of tourism and sports tourism shows, that the high level of cross-cultural literacy of students in the control group (CG) increased by only 2.6 %, while in the experimental group (EG) it increased by 12.94 %; the average level in CG increased by 1.04 %, and in EG – by 16.92 %; low level in CG decreased by 3.65 %, and in EG – by 29.85 %.

Keywords: resource-based learning, cross-cultural literacy, development, tourism, sports tourism, pedagogical conditions, model.

1. INTRODUCTION

Carrying out of international sports actions causes mass travels of people to other cultural environment, namely – cross-cultural, accelerating economic, legislative and socio-cultural transformations there. However, sporting events can be considered and used in the tourism industry as a diversified tourism product, thus forming a new image of the country or city of their organization. Popularity and availability of events such as Football, Volleyball, Tennis and other sports championships, Olympic Games, among the population give grounds to consider sports tourism, which is expressed with their help, among the priority areas of international tourism in particular and the national economy in general. Thus, sports tourism is a common phenomenon today, and sport is seen as an object of tourist attraction, highlighting the properties of sport as a unique element of the tourism industry.

Researchers (Bull et. al., 2004; Weed et. al., 2004; Knodel, 2007; Konoh, 2007; Kononets et. al., 2021) interpret sports tourism as a social, economic and cultural phenomenon that arises from the unique interaction of activities, people and place. Thus, (Fedorchenko, 2005; Sapozhnikova, 2007; Zhamardiy et. al., 2020; Leshchenko, et. al., 2021) in the current conditions of economic relations, the development of the tourism industry and sports tourism, the importance of cross-cultural training in the field of sports tourism is relevant, reflecting the need to form the ability to understand the essence of another culture, the ability to empathic, tolerant attitude to other cultures, the study of information about specific behavioral situations within a culture,

it promotes interest in other cultures.

In the context (Weed et. al., 2004; Sidorov, 2008; Griban et. al., 2018; Zhamardiy et. al., 2020) of the above, special attention is paid to the formation and development of cross-cultural literacy of future inspectors of tourism and sports tourism as the student's ability to perceive, compare, evaluate similarities and differences in human behavior, cultural traditions, beliefs, values in the cultural environment within one, two or more countries, as well as the desire to learn the culture and language of their own and other peoples.

The concept of resource-oriented model of cross-cultural literacy development of future inspectors of tourism and sports tourism is based on the provisions of pedagogically adapted social and tourist experience:

- universal knowledge about nature, society, countries of the world, culture, tourism, sports tourism, thinking and ways of human activity, mastering which forms in the minds of future inspectors of tourism and sports tourism a modern picture of the world, equips with the right methodological approaches to cognitive and practical activities, cross-cultural communication and interaction;
- experience in the implementation of known methods of activity, activities in the field of sports tourism, embodied on the basis of knowledge, skills and abilities of the individual who has mastered this experience;
- experience of creative scientific activity on the decision of the new problems arising before a society as a whole, and in particular, in the field of sports tourism;
- experience of value attitude to objects of cross-cultural environment in the process of professional activity, its manifestations in relation to the world and other people, representatives of other cultures, in particular, the complex perception of a person of certain personally significant phenomena that are included in his value system;
- involvement in the educational process in higher education institutions of all resources (personnel, didactic, logistical, informational, organizational and managerial, tourism and local lore, etc.), which can be used for the formation and development of cross-cultural literacy of future inspectors of tourism and sports tourism.

2. MATERIALS AND METHODS

The aim of the study is to develop and comprehensively present the components of the resource-based model of cross-cultural literacy development of future inspectors for tourism and sports tourism.

A pedagogical experiment was organized to test the effectiveness of the model. The pedagogical experiment lasted during 2019-2021 (ascertaining – 2019-2020, formative – 2020-2021).

Experimental verification of the resource-based model of cross-cultural literacy development of future inspectors for tourism and sports tourism was conducted in in which students from University of Ukoopspilks «Poltava University of Economics and Trade», Poltava National Pedagogical University named after V. G. Korolenko, Poltava State Medical University, Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council.

Involvement of 393 students in the experimental implementation of the model, showed that in general the level of development of cross-cultural literacy of students increased after the formative experiment, during which this model was implemented.

To test the hypothesis, a set of the following research methods has been used:

- theoretical (for the formation of theoretical and methodological foundations of the study): analysis and generalization of modern psychological and pedagogical, culturological, educational and methodical literature, educational programs, to clarify the state of development of the problem of formation and development of cross-cultural literacy of future inspectors of tourism and sports tourism; synthesis, modeling, which made it possible to systematize and summarize information about the object of study, to develop a resource-based model for the development of cross-cultural literacy of future inspectors of tourism and sports tourism;
- empirical (to determine the general health of students): testing, surveys, in-depth interviews, pedagogical observation in the process of students' educational activities in order to diagnose the level of cross-cultural literacy;
- experimental (for the analysis of the basic ways of research of complex indicators): ascertaining, formative, control stages of pedagogical experiment, visual aids;
- statistical (to assess the statistical significance of differences in the status and dynamics of changes in health indices): descriptive statistics, determination of statistical significance of differences between groups by the Student's method and correlation analysis by the Pearson method.

3. RESULTS AND DISCUSSION

Under the resource-based model of cross-cultural literacy development of future inspectors of tourism and sports tourism in our study we understand a description and theoretical justification of the structural components of this process.

The model we have developed is structurally represented by three interconnected blocks: methodological-target, content-procedural and diagnostic-resultive.

In the methodological and target block we have taken into account following: the purpose of the model (development of cross-cultural literacy of future inspectors for tourism and sports tourism); methodological approaches to the process of developing cross-cultural literacy of future inspectors of tourism and sports tourism during the training of students in the Higher educational establishments (HEI) (competence, activity, culturalological, cross-cultural, axiological, systemic, resource-oriented) and principles (scientific; tolerance; cultural conformity; optimization of cross-cultural relations; internationalization; continuity; individualization; learning through discovery; information saturation), which allow to optimally achieve the goal of the developed model and achieve its effectiveness (increase the level of cross-cultural literacy of future inspectors of tourism and sports tourism).

The concept of Resource-based learning (RBL), which treats the process of developing cross-cultural literacy of future inspectors of tourism and sports tourism as a dynamic process of organizing and stimulating independent cognitive activity of students on mastering the skills of active transformation of the information environment, which provides for the optimal use of the triad «student-teacher-librarian» of consolidated human, material and technical, educational and methodological, information and digital resources, and aimed at mastering cross-cultural knowledge, cross-cultural communication skills, the use of a wide range of information resources and digital technologies (Griban et. al., 2018; Shkola et. al., 2019; Kononets et. al., 2020; Zhamardiy et. al., 2021).

Content-procedural block of the model contains implementation mechanisms of pedagogical conditions for the development of cross-cultural literacy of future inspectors of tourism and sports tourism, educational and methodological support of this process, forms and methods of teaching that are most effective in this context.

Educational and methodological support for the development of cross-cultural literacy of future inspectors of tourism and sports tourism is considered as a set of materials, which reflect the theoretical foundations of the process of cross-cultural learning by means of general pedagogy, didactics, methods, management theory, tourism pedagogy, basics of tourism and local lore, sports tourism and the practical implementation of such educational and methodological support, covering all aspects from the theory of development to practical methods of preparing specific teaching materials.

Educational and methodological support for the process of developing cross-cultural literacy of future inspectors of tourism and sports tourism consists of traditional educational resources (special course «Fundamentals of cross-cultural literacy of future inspectors of tourism and sports tourism» and methodical recommendations) and digital educational resources (distance learning, e-textbooks and other digital narratives) (Zhamardiy et. al., 2020; Kononets et. al., 2021; Leshchenko et. al., 2021; Nestulya et. al., 2021).

An important component of this block of the model is the pedagogical conditions for the development of cross-cultural literacy of future inspectors of tourism and sports tourism as a set of circumstances necessary to ensure positive dynamics in the levels of literacy development:

- providing project technologies to actualize the positive motivation of future inspectors of tourism and sports tourism to cross-cultural learning;
- introduction of a special course «Fundamentals of cross-cultural literacy of future inspectors of tourism and sports tourism»;
- involvement of students in the organization and holding of events in the field of sports and health tourism;
- creating an environment of interactive pedagogical support for students to develop their cross-cultural literacy.

Within the framework of the first pedagogical condition, the technology of cross-cultural educational project, technology of cross-cultural web-quests and presentation projects were proposed for implementation in the educational process.

The special course «Fundamentals of cross-cultural literacy of future inspectors of tourism and sports tourism» (its implementation is declared the second pedagogical condition) is presented as a synergy of studying the two modules: «Cross-cultural management in the professional activities of inspectors of tourism and sports tourism» and «Cross-cultural psychology in the professional activities of inspectors of tourism and sports tourism», which will promote the formation of cross-cultural literacy of students.

To implement the third pedagogical condition - involving students in the organization and holding of events in the field of sports and health tourism – it is necessary to organize the active inclusion of students in sports tourism and tourism and local history activities (development of tourist excursions, trips, sports and health hikes). The following methods of group work of students were used: as case-study method, Brainstorming, SWOT-analysis method, «Cultural capsule of the country» method, Storytelling, «Babylon» method, World Café method and cross-cultural trainings (Fedorchenko, 2005; Sapozhnykova, 2007; Sidorov, 2018).

It was found that the environment of interactive pedagogical support of students in the process of developing their cross-cultural literacy is the interaction of participants in the educational process in a cross-cultural context and unity of system of their relationship (its creation is the fourth pedagogical condition). Components of this environment are singled out: face-to-face and distance pedagogical support of students in the process of their cross-cultural learning (Sidorov, 2018). A set of resources has been selected to provide the following support: (personnel, didactic, logistical, informational, organizational and managerial).

Diagnostic and resultive block of the model reflects the criteria (cognitive-comprehensive, motivational-value, operational-activity and interpersonal-communicative), indicators and levels (high, medium, low) development of cross-cultural literacy of students and the result of the implementation of the model, which is the positive dynamics of cross-cultural literacy of future inspectors of tourism and sports tourism.

Cognitive-comprehensive criterion of cross-cultural literacy development of future inspectors of tourism and sports tourism demonstrates dynamics in acquiring a system of cross-cultural knowledge, which are essential for the successful implementation of future professional activities in the field of tourism and sports tourism.

Motivational and value criterion reflects a system of motives that encourages future inspectors of tourism and sports tourism to cross-cultural communication and interaction with representatives of other cultures and to the constant development of their own cross-cultural literacy.

Operational-activity criterion reflects a system of cross-cultural skills and cross-cultural communication skills and interactions that are the practical implementation of the system of cross-cultural knowledge in practice.

Interpersonal-communication criterion characterizes the ability of future inspectors of tourism and sports tourism to interpersonal communication with representatives of other cultures.

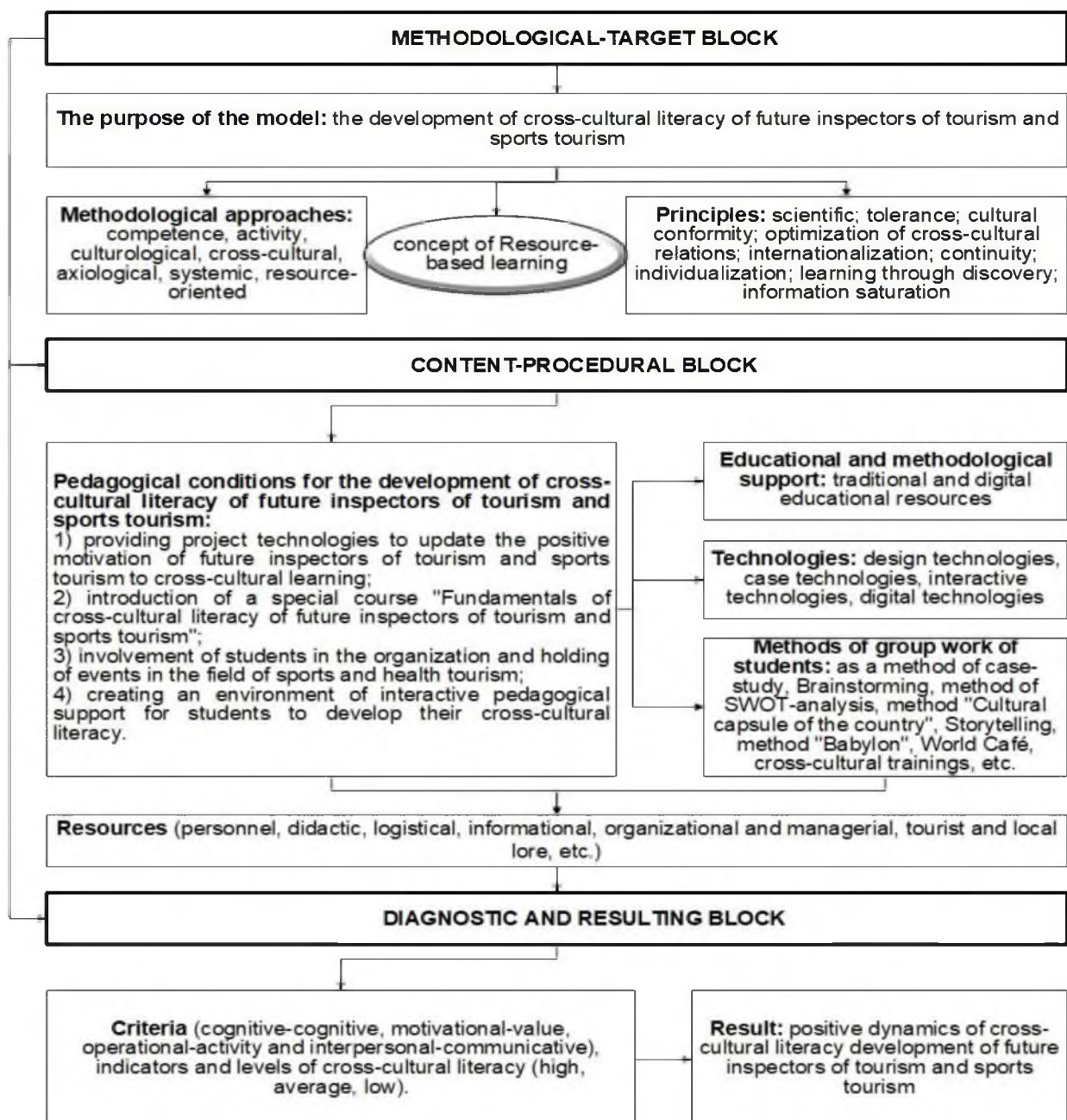


Fig.1: Resource-based model of cross-cultural literacy development of future inspectors for tourism and sports tourism

Using the criterion approach in pedagogical research, we conclude that the general level (GL) of cross-cultural literacy development of future inspectors for tourism and sports tourism can be formalized using the following formula:

$$GL = f(K_1, K_2, K_3, K_4).$$

where K1 is a cognitive-comprehensive criterion, K2 – motivational and value criterion, K3 – operational and activity criterion, K4 – interpersonal-communication criterion.

Schematically resource-based model of cross-cultural literacy development of future inspectors for tourism and sports tourism is presented in Figure 1.

The proposed model is a methodological guideline for building and organizing a system of cross-cultural training of future inspectors of tourism and sports tourism, enriches the traditional system of professional training of students by structuring the content component of educational programs by supplementing the special course «Fundamentals of cross-cultural literacy of future inspectors for tourism and sports tourism». It envisages a change of accents in the system of professional training of higher education seekers due to the introduction of certain pedagogical conditions and increasing attention to the creation of educational and methodological support for the formation of cross-cultural literacy of students.

In the logical and semantic sense, the developed resource-oriented model of cross-cultural literacy development of future inspectors of tourism and sports tourism can be evaluated as a tool for optimizing cross-cultural training of students majoring in 242 «Tourism», 017 «Physical culture and sports», 227 «Physical rehabilitation», 227 «Physical therapy, occupational therapy», 229 «Public health», etc. The results of the experiment are shown in table 1.

Table 1: The results of the experiment on the introduction of a resource-based model for the development of cross-cultural literacy of future inspectors of tourism and sports tourism

Levels	Ascertaining stage				Formative stage				Dynamics of change	
	CG		EG		CG		EG		CG	EG
	pers.	%	pers.	%	pers.	%	pers.	%	%	%
High	26	13.54	22	10.95	31	16.15	48	23.88	2.60	12.94
Medium	70	36.46	78	38.81	72	37.50	112	55.72	1.04	16.92
Low	96	50.00	101	50.25	89	46.35	41	20.40	-3.65	-29.85
Total	192	100	201	100	192	100	201	100		

The results of the diagnosis of the general level of cross-cultural literacy development of future inspectors for tourism and sports tourism show that the high level in control group (CG) increased by only 2.6 %, while in experimental group (EG) it increased by 12.94 %; the average level in CG increased by 1.04 % and in EG by 16.92 %; low level in CG decreased by 3.65 % and in EG by 29.85 % (Fig. 2).



Fig.2: Dynamics of changes in the general level of cross-cultural literacy development of future inspectors for tourism and sports tourism

Experimental verification of the effectiveness of the implementation of resource-oriented model and pedagogical conditions for the development of cross-cultural literacy of future inspectors of tourism and sports tourism shows, that the high level in CG increased by only 2.6 %, while in EG it increased by 12.94 %; the

average level in CG increased by 1.04 %, and in EG – by 16.92 %; low level in CG decreased by 3.65 %, and in EG – by 29.85 %.

3. CONCLUSIONS

A resource-based model has been developed to ensure the effectiveness of the process of developing cross-cultural literacy of future inspectors for tourism and sports tourism. In particular, pedagogical conditions have been created (providing project technologies to actualize the positive motivation of future inspectors of tourism and sports tourism to cross-cultural learning; introduction of a special course «Fundamentals of cross-cultural literacy of future inspectors of tourism and sports tourism»; involvement of students in the organization and holding of events in the field of sports and health tourism; creating an environment of interactive pedagogical support for students to develop their cross-cultural literacy), which serve as the core of successful cross-cultural learning of higher education seekers. Effective use of pedagogical technologies, methods, forms and modern teaching aids has enabled the successful implementation of selected pedagogical conditions.

Taking into account the concept of Resource-based learning, pedagogical conditions for the development of cross-cultural literacy of future inspectors of tourism and sports tourism, a resource-based model has been developed, which consists of three interrelated blocks: methodological-target, content-procedural and diagnostic-resultive.

The effectiveness of the developed resource-based model of cross-cultural literacy development of future inspectors for tourism and sports tourism was confirmed by the methods of mathematical statistics. The statistical significance of the results of the experimental work and the reliability of the experimental data were determined using the non-parametric Pearson's test.

Statistical analysis by Pearson's test χ^2 shows that the indicators of the observational experiment in determining the levels of cross-cultural literacy of future inspectors for tourism and sports tourism CG and EG do not differ significantly ($\chi^2_{emp} = 0.69 < 7.81$). At the same time, after the experiment $\chi^2_{emp} = 29.89 > 7.81$, indicating that the significant difference obtained in EG compared to CG is a consequence of the introduction of the experimental model.

The obtained results are the consequence of the developed resource-based model of cross-cultural literacy development of future inspectors for tourism and sports tourism, and, consequently, the created pedagogical conditions and educational and methodological support.

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