

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

**Syllabus**  
**of the academic discipline**  
**"ORGANIZATION OF TOURISM: THE FUNDAMENTALS**  
**OF THE EXCURSION ACTIVITY, THE FUNDAMENTALS**  
**OF THE ANIMATION ACTIVITY"**  
**for students of training direction 6.140103 "Tourism"**  
**of all forms of study**

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Syllabus of the academic discipline "Organization of Tourism: the Fundamentals of the Excursion Activity, the Fundamentals of the Animation Activity" for students of training direction 6.140103 "Tourism" of all forms of study / compiled by O. Iastremska. – Kh. : Publishing House of S. Kuznets KhNUE, 2014. – 34 p. (English)

A thematic plan of the academic discipline with its content by modules and themes is presented. Plans of lectures and seminars (practical studies), questions for independent work, tasks to consolidate knowledge and a system of students' knowledge assessment are given.

Recommended for students of training direction 6.140103 "Tourism".

Подано тематичний план навчальної дисципліни та її зміст за модулями й темами, вміщено плани лекцій і семінарських (практичних) занять, питання для самостійної роботи, завдання щодо закріплення знань та систему оцінювання знань студентів.

Рекомендовано для студентів напряму підготовки 6.140103 "Туризм".

## Introduction

Independent Ukraine is developing new guidelines and conceptual approaches to economic and cultural development. An integral part of national and cultural revival of Ukraine is the local lore and excursion activity, the main goal of which is deep knowledge of history and ancient traditions of the Ukrainian people. The local lore and excursion activity as a subject is definitely an important factor in the education and training of Ukrainian society and its cultural development and environmental rehabilitation and economic growth, and that is why it has got the status of a strategically important industry. Excursion activity is a basic component of the tourist industry which is aimed at achieving not only its commercial purpose, but the social one as well. As a pedagogical and educational activity, excursion work as a subject requires educated professionals with proper level of knowledge and qualification. Unfortunately, modern education of managers is generally concentrated on the economy and almost completely ignores the need for an appropriate level of social and psychological knowledge and skills.

The academic discipline "Organization of Tourism: the Fundamentals of the Excursion Activity, the Fundamentals of the Animation Activity" helps to form such a competence. Therefore, training of tour guides who manage the theory of the excursion activity, methods of preparation and holding an excursion, who can renew the catalogue of excursions, develop new destinations, include new excursion objects and in general develop a tourist product, is an important purpose nowadays. The academic discipline "Organization of Tourism: the Fundamentals of the Excursion Activity, the Fundamentals of the Animation Activity" is recommended for students studying for a bachelor's degree in Tourism. Before starting to learn the academic discipline students have to gain knowledge and form skills in the field of geopolitics, modern science, history, tourism, history of Ukraine and Ukrainian culture, geography of tourism, to form and develop a plan of an excursion, to write texts to excursions, to learn statistics, marketing and management, to systematize information, which is necessary for drawing up economic and conclusion documentation, to make certain decisions according to the efficiency of the tourist companies, to master psychology, to manage one's emotions, intonation, mimics, to track the behavior of the group for which the excursion is held.

**The purpose** of studying the academic discipline is to form competencies in organizing the excursion and animation activity, to master the methods

of its organization and effective economic management at the level of social services, to obtain a necessary complex of theoretical and practical knowledge for solving certain organizational tasks at the current level of development of tourism.

**The object** of studying is the process of organization of tourist services, in particular excursions and animation programs.

**The subject** of the academic discipline is economic laws and patterns of tourism development, methods, mechanisms, methodological approaches and practical experience in tourist enterprises and providing tourist services, such as holding excursions for consumers in the current economic conditions in Ukraine and abroad. The subject knowledge is: the theory and practice of the excursion activity, the development and provision of tourist services (excursions), tourist activities, organization and effectiveness of tourism.

When studying the academic discipline, students receive the necessary knowledge at lectures and practical sessions. Problematic issues are presented for review and discussion during seminars. Students' self-study is also of great importance for learning and consolidation of knowledge.

The structure of the academic discipline "Organization of Tourism: the Fundamentals of the Excursion Activity, the Fundamentals of the Animation Activity" is given in Table 1.

Table 1

### The structure of the syllabus of the academic discipline

Academic discipline: training of bachelors	The direction, speciality, educational level	The characteristics of the academic discipline
The number of credits corresponding to ECTS is 3, including one content module	The code and the name: field of knowledge – 1401, the "Service Sector"	Lectures (theoretical material): 16 hours. Practical lessons (seminars): 34 hours. Independent work: 58 hours
The number of hours for modules: Module 1: 108 hours. Total: 108 hours	Direction of training: 6.140103 "Tourism"	Year of training: 2. Semester 4
The number of weeks for teaching of the academic discipline: 17 hours. The number of hours per week: 3	The qualifying level: Bachelor	The type of control: examination

## 1. Qualification requirements for students

The necessary educational base of the academic discipline is knowledge gained in the courses at studying the academic disciplines "History of Ukraine", "History of Ukrainian Culture", "Ukrainian Language", "Foreign Language", "Psychology", "Geography of Tourism."

After studying the academic discipline "Organization of Tourism" students will acquire the basic **professional competences** in the history of the excursion activity, selecting the type of tours for specific groups and events, assessing the quality of tours, form tour guide professional skills, the ability to get abstracted from today's events that are associated with some objects, the ability to develop routes on the same theme, the ability to identify problems in the improvement of professional skills, to use statistical reports in the international tourism development and management of the organizational culture, tourist enterprises and to ensure the functioning of the corporate social responsibility, the management of transport in providing international travel services, to analyze and display the ability to make a speech, determine the basic instructional techniques of making excursions, excursion facilities, analyze mental health of tourists.

As a result of studying the academic discipline the students should **know** (according to the National Framework for Qualifications):

- the essence of the excursion methods;
- the nature of the excursion techniques;
- the basic requirement for excursion methods;
- how to apply the main components of the excursion techniques;
- the main stages of the development of excursions;
- the structure of an excursion;
- the classification of excursion objects;
- how to make a passport for an excursion object;
- how to develop an excursion route;
- how to develop a technological card of excursions;
- the meaning of the "methodical techniques", "methods of excursion";
- the features of the display and tale of an excursion;
- how to practice the basic techniques of telling the story and displaying objects;
- the nature of animation;
- the structure of the animation program;
- the features of the animation management;
- how to make an animation program;
- the skills and abilities of a professional animator.

When studying the academic discipline the students have to form **skills** at:

- picking up the necessary facts;
- studying the excursion material;
- preparing an individual text of the excursion on a particular theme;
- making a routing map of an excursion;
- making an excursion route;
- using psychological techniques of behavior and intonation to communicate with the group;
- using instructional techniques in practice;
- participating in promoting excursion possibilities of his native land;
- designing the process of serving tourists at different stages;
- developing various kinds of excursions considering cognitive needs of individuals based on the knowledge of resources of the excursion recreational complex, culture, religion, tourists, development of existing technologies of making excursions;
- serving on the creative team on a new excursion, a new animation program;
- applying some techniques of making an excursion;
- applying the techniques of conducting an excursion;
- making an animation program.

The students should form the following **communication abilities**:

- the ability to form relationships between a guide and a group of tourists in the process of excursions;
- the ability to implement an information relationship between members of the tour group;
- the ability to form effective communication between the subjects of the animation events.

The students have to develop such **autonomy and sociability** skills:

- the ability to make decisions about the themes of an excursion;
- the ability to carry out a list of measures of an animation program;
- the ability to take responsibility for the process and outcome of conducting an excursion;
- the ability to take responsibility for the progress of animation events.

The syllabus of the academic discipline is developed according to the requirements of the Industry Standard of Higher Education of the Ministry of Education and Science of Ukraine on the basis of the educational and vocational training program for the Bachelor's and Master's degrees.

## 2. The thematic plan of the academic discipline

From the very beginning of studying the academic discipline, each student should be familiarized with the syllabus of the academic discipline and forms of training, as well as with the structure, content and scope of each of its training modules, and kinds of monitoring and evaluation methodology of training.

The educational process according to the syllabus of the academic discipline "Organization of Tourism: the Fundamentals of the Excursion Activity, the Fundamentals of the Animation Activity" is carried out in such forms: lectures, seminars and practical lessons, performing creative tasks, student's self-study; control measures.

Students learn the academic discipline through consistent and thorough elaboration of the educational modules. An educational module is a relatively independent unit of the academic discipline, which logically combines several elements of the academic discipline in the content and relationships.

The structure of the academic discipline "Organization of Tourism: the Fundamentals of the Excursion Activity, the Fundamentals of the Animation Activity" consists of one module. The structure of the test credit of the academic discipline is presented in Table 2.

Table 2

### Structure of the test credit of the academic discipline

Theme	The number of hours			
	Lectures	Practical lessons (seminars)	Independent work	Total
1	2	3	4	5
Theme 1. Fundamentals of the excursion activity	1	2	6	9
Theme 2. The essence, functions and features of an excursion	1	2	6	9
Theme 3. Types and the content of an excursion	2	4	6	12
Theme 4. Display and tale on an excursion	2	4	6	12
Theme 5. Methods of preparing a new excursion	2	4	6	12

1	2	3	4	5
Theme 6. Methods of carrying out an excursion, methods of display and tale	2	4	6	12
Theme 7. Professional skills of a guide	2	6	6	14
Theme 8. The main concepts of animation	2	4	6	12
Theme 9. The animation management in a hotel	2	4	8	14
Total	16	34	58	108

### **3. The contents of the academic discipline according to modules and themes**

#### **Theme 1. The fundamentals of the excursion activity**

The concept of the excursion theory. An excursion as a product: its content, types of excursions. The role of practice in the development of the excursion science. The publications, which reflect issues of the excursion theory. The task of tourism and economic organization. Advantages of an excursion as a form of getting knowledge.

#### **Theme 2. The essence, functions and features of an excursion**

What is an excursion. The excursion as a process of getting knowledge. The role of the excursion at the present time. The excursion as an activity. The excursion as a form of communication. Various aspects of the excursion. The concept of a function. Functions of the excursion. The term feature. Communication as a sign of all excursions and specific features of certain types of excursions. Differences between an excursion and guiding.

#### **Theme 3. Types and the content of an excursion**

The main features of the classification of excursions. The meaning of classifications of excursions. Classification of excursions by content. The features of excursions. The features of thematic excursions. Classification and the features of industrial excursions. Classification and the features of art



excursions. Classification and the features of literary excursions. Classification and the features of architectural excursions. Classification of excursions by the structure of participants. Classification of excursions by the venue and means of locations. Classification of excursions by the form of realization.

#### **Theme 4. Display and tale of an excursion**

Display as the main element of the excursion. The essence of the display. The sequence of the display. Levels and types of display. Peculiarities of display on the excursion. Display as the implementation of the principle of visibility. The essence of the tale. Basic requirements for the tale. The task of the tale on excursions. Transformation of the tale in visual images.

The features of the tale on an excursion. The combination of the display and the tale on an excursion. Five levels of the excursion process. The excursion, as the interaction of three elements: the guide, the objects, the tourists. The primacy of the display, the unimportance of the tale.

#### **Theme 5. Methods of preparing a new excursion**

Three stages of preparing a new excursion: preliminary work, the development of an excursion, the final work. The scheme of an excursion: the introduction, the main part, the conclusion. The concept of the stages of preparing an excursion (15 stages). The stages of preparing an excursion. Determining the purpose of an excursion. The theme choice for excursions.

The selection of literature and identifying other sources of information. Selection and studying of the excursion objects. Types of objects. Drawing up route trips. Preparation of the control text. The term "the portfolio of a tour guide." Formation of instructional techniques of conducting an excursion: display and tale. Formation of the technique of guided tours. Formation of the methodical development of an excursion. Formation of an individual text. Admission of an excursion. Approval of the excursion.

#### **Theme 6. Methods of carrying out an excursion, methods of display and tale**

The concept of the methodological procedure. Classification of instructional techniques. Types of display methods: review of the visual reconstruc-

tion, panoramic display, visual editing, localization events, abstraction, visual comparison, integration, association, movement, visual analogies, switching of the attention plaque. Classification of instructional techniques of the tale.

Types of the instructional techniques tale: excursion information, specifications, description, explanation, comment, reporting, quotation, questions and answers, links to eyewitnesses, tasks, novelty material, literary editing, participation, discussion of the situation, pushing versions, personification of the problem situation, retreat, induction, deduction, climacteric. Specific instructional techniques. Reception of demonstrating visual aids.

### **Theme 7. Professional skills of a guide**

The term "professional skills of the guide". Practical skills of the guide. The identity of a guide. Ways to improve excursion skills. Skills of the guide: concept, classification, formation and use on an excursion. The culture of language and its characteristics. Types of language – external and internal. Styles of the guide speech.

Speech technology of the guide. Diction. Language etiquette: its requirements and rules. Formation of the skill proficiency. Extralinguistic means of communication. Gestures of the guide. Mimicry of the guide. The appearance of the guide. The manners of the guide. The culture of the guide's behavior, ways of its formation.

### **Theme 8. The main concepts of animation**

The definition of animation in tourism and hospitality. Organization of leisure from antiquity to the present. The background of tourism animation. The functions of tourism animation. Types of animation. Kinds of animation – animation program elements. Animation and sports.

Features and values of hotel animation.

### **Theme 9. The animation management in a hotel**

The concept of management in animation. The features of animation management. Classification of tourists and the features of various categories of tourists. Material resources, equipment, props for the fruitful work of the animation service in hotels and tour facilities. Hotel services and the anima-

tion program. Characteristics of the junior staff in the hotel of animation services. Requirements for managers of animation services. Methods of recruitment and HR services animation. The technology of preparation and realization of animation programs.

## **4. Plans of lectures**

An educational lecture is a logically completed, scientifically proved and systematized expounding of a certain scientific or scientific and methodical issue. A lecture is one of the basic forms of educational lessons. It is meant to form a basis of knowledge in a certain scientific area, and also to define a direction, the basic contents and character of all other kinds of educational lessons and independent work of students on a corresponding academic discipline. A lecture should cover all the new issues, that are found in the legislative documents, literature and in practice, and the dynamics of changes and some inconsistent questions.

### **Theme 1. The fundamentals of the excursion activity**

- 1.1. The concept of the excursion theory.
- 1.2. The excursion theory as a science.
- 1.3. The role of the excursion practice in the development of the excursion theory.

**Recommended bibliography:** main [1; 2; 5; 6; 11]; supplementary [20; 29; 33].

### **Theme 2. The essence, functions and features of an excursion**

- 2.1. The term "an excursion". An excursion as a learning process.
- 2.2. The changing role of the excursion at present.
- 2.3. An excursion as a kind of activity.
- 2.4. The concept of a function. Functions of excursions.
- 2.5. The term "a feature." Common features of all excursions and specific features of certain types of excursions.

**Recommended bibliography:** main [1; 2; 5; 6; 11; 13; 15]; supplementary [20; 29; 33].

### **Theme 3. Types and the content of an excursion**

3.1. The main features of the excursion classification.

3.2. The significance of the excursions classification.

3.3. The main types of excursions.

**Recommended bibliography:** main [1; 2; 5; 6; 11; 13; 15]; supplementary [20; 29; 33].

### **Theme 4. Display and tale on an excursion**

4.1. Display as the main element of the excursion. The essence of the display.

4.2. Peculiarities of display in the excursion.

4.3. The essence of the tale. Basic requirements for the tale.

4.4. The way of speaking on an excursion.

4.5. Peculiarities of the tale on an excursion.

4.6. The combination of display and tale on an excursion.

4.7. An excursion, as the interaction of three elements: the guide, the objects and the tourists.

**Recommended bibliography:** main [1; 2; 5; 6; 11; 13; 15]; supplementary [20; 29; 33].

### **Theme 5. Methods of preparing a new excursion**

5.1. The stages of preparing a new excursion.

5.2. The definition of excursion schemes.

5.3. The definition of the purpose and objectives of excursions.

**Recommended bibliography:** main [3; 5; 6; 11]; supplementary [18; 33].

### **Theme 6. Methods of carrying out an excursion, methods of display and tale**

6.1. The concept of the methodological procedure. The purpose of instructional techniques.

6.2. Classification of instructional techniques.

6.3. Types of display techniques.

6.4. Classification of instructional techniques of the tale.

6.5. Types of instructional techniques of the tale.

**Recommended bibliography:** main [2 – 6; 11]; supplementary [18; 32].

## **Theme 7. Professional skills of a guide**

7.1. Practical knowledge and skills of a guide.

7.2. Knowledge and skills of a guide.

7.3. The language of the guide and extralinguistic means of communication.

**Recommended bibliography:** main [2; 5; 6; 10; 11; 14]; supplementary [18; 29; 31; 33].

## **Theme 8. The main concepts of animation**

8.1. The definition of animation in tourism and hospitality.

8.2. Prerequisites for the development of tourism animation.

8.3. Functions of tourism animation.

8.4. Types of animation – animation program elements.

8.5. Features and significance of hotel animation.

**Recommended bibliography:** main [16; 17]; supplementary [38; 43; 44].

## **Theme 9. The animation management in a hotel**

9.1. The concept of the animation management.

9.2. The functions of the animation management.

9.3. Classification of tourists and the features of various categories of tourists.

9.4. Hotel services and animation programs.

9.5. Requirements for managers of animation services. Methods of recruitment and HR services animation.

9.6. The technology of preparation and realization of animated programs.

**Recommended bibliography:** main [16; 17]; supplementary [38; 43; 44]; electronic resource [47; 49].

## **5. Plans of practical lessons (seminars)**

A seminar is an organizational form of educational lessons at which the teacher organizes a students' discussion of questions on corresponding themes. Seminars are delivered in the form of conversation, reviewing and discussion of abstracts and reports, discussions, etc. Seminars provide consolidation of the knowledge received at lectures and during the independent studying of some issues of the discipline. The basic purpose of

seminars is expansion, deepening and consolidation of the theoretical knowledge and directing it to mastering the teaching material, development of skills and habits, scientific thinking and oral speech of students. At each seminar the teacher evaluates the knowledge of students, their participation in discussions, skills at formulating and defending their points of view.

### **Theme 1. The fundamentals of the excursion activity**

1.1. A seminar – discussion:

- a) an idea of a perfect excursion;
- b) the theoretical foundations of an excursion;
- c) a qualified excursion.

1.2. Presentation of the students' reports on the theme "The life cycle of the excursion activity":

- a) the emergence of the excursion activity (since the XIX century);
- b) formation of the excursion activity (1917 – 1945);
- c) the post-war phase.

1.3. A written test: "How well do you know Kharkiv?".

### **Theme 2. The essence, functions and features of an excursion**

2.1. Exercise. Find any inaccuracies or mistakes and correct them in the proposed information block on a certain theme.

2.2. Collective going on a thematic excursion, followed by an analysis of the content, composition, implementation of technology, professional organization and conducting the excursion.

### **Theme 3. Types and the content of an excursion**

3.1. The solution of situational tasks: what kind of excursions corresponds to a certain object, group, place or other circumstances.

3.2. The solution of practical tasks: students have to choose an object and determine the type of excursions.

3.3. Going on an excursion to a museum. Writing a report on the following issues:

determine the group and the subgroup the excursions belongs to by the content, location, means of movement, duration, and form;

what kind of excursion objects are included in this thematic excursion.

## **Theme 4. Display and tale on an excursion**

4.1. Organize an excursion to the museum.

4.2. Based on the experience of visiting, answer the questions:

Why is display the main element of excursions?

What is the essence of the display?

What is the role of consistency in the display of objects?

Why is the guide called the head of the display?

4.3. Give an example of material evidence on excursions that display and tale are two important elements of the excursion.

## **Theme 5. Methods of preparing a new excursion**

5.1. Students' presentations on the theme "Excursion methods":

the methods of developing a new theme;

the methods of preparing a guide for the next excursion;

the methods of making excursions;

the methods of work after the excursion.

5.2. Students are required to prepare an excursion using the following plan:

identification of the purposes and objectives of the excursion;

selection of a theme;

selection of literature;

identification of the sources of the excursion material;

selection and study of the excursion facilities;

drawing the excursion route;

testing the route;

preparation of the excursions;

choosing the guide portfolio;

selection of instructional methods of conducting the excursion;

selection of methods of conducting the excursion;

drafting the methodical development;

compilation of individual texts;

making the excursion.

## **Theme 6. Methods of carrying out the excursion, methods of display and tale**

6.1. Organization of an excursion.

6.2. Preparing a report on the following issues:

1. Give an example of displaying methods:

the method of pre-inspection;

the method of integration;

the method of panoramic display;

the method of visual installation;

the method of visual rehabilitation;

the method of visual comparison;

the method of visual analogies;

the method of displaying plaques.

2. Give an example of buildings on which there are memorial plaques.

## **Theme 7. Professional skills of a guide**

7.1. Students have to conduct an excursion prepared on topic 5, as professional guides.

7.2. Presentations of excursions conducted by students.

## **Theme 8. The main concepts of animation**

8.1. Students' presentations on the following topics:

1. Interaction of marketing communications as a prerequisite for effectiveness of attracting vast audiences in the animation program of travel routes.

2. Using expressive animation programs in tourist destinations as a factor of artistic taste of tourists.

3. The game as an important means of development of intellectual abilities of children and adolescents. Methods of applying the game on tourist routes.

4. The main directions of animation activities.

5. Social functions of animation and cultural-entertainment programs.

8.2. Watching a video or attending an event and analyzing it in the written form according to the following plan:

the general emotional evaluation;

the idea;

the theme;



- the genre;
- the directorial course of staging;
- the expressive means of creating the atmosphere: visuals, scale and temporhythm, staging, design of space;
- the characters of the actors and their interrelations;
- the style and professional skills of leading;
- the functions of animators;
- the quality of the game software;
- the peculiarities of compositions and expressive means of the climax;
- the availability of the exposition, introduction, development, climax, resolution;
- the technical equipment and the level of support;
- the quality of organization.

## **Theme 9. The animation management in a hotel**

9.1. Students' presentations on the following topics:

1. The role and importance of the manager- animator in making an emotional and artistic image of animated programs.
2. Specificity of the manager- animator on the organization and conducting of festivals, carnivals, shows.
3. The state and prospects of development of animated shows in Ukraine.
4. The problems of improving the forms and methods of training in the field of animation activities.
5. Characteristics of the animation staff of hotel services.

9.2. Making a cultural program:

- analyzing the cultural and leisure program;
- determining the topic, idea, form, genre, title, and selecting the content and methods of activating the audience;
- working by means of a group brainstorming;
- revealing the plot, determining the sequence of actions - events;
- selecting content episodes;
- making an installation of the episodes;
- developing the content and tools for selecting the exposition;
- developing a clear means of building the introduction, and the development of the action;
- selecting distinct means for culmination;
- working out the final.

## **6. Independent work of students**

Independent work of students is one of the forms of training, the basic form of mastering the teaching material during free time after obligatory educational lessons.

Independent work on the academic discipline "Organization of Tourism: the Fundamentals of the Excursion Activity, the Fundamentals of the Animation Activity" includes: work with lecture materials, work with legislative, normative and instructional material, preparation for seminars and practical lessons, work on the questions, given for independent work.

### **6.1. The list of questions for independent study (description).**

1. The architectural ensemble of Svobody Sq.
2. V. N. Karazin University of Kharkiv.
3. Shevchenko Garden.
4. The monument to great Kobzar.
5. Mirror stream, a symbol of Kharkiv.
6. Recreation areas of Kharkiv (Central Recreation Park – Forest Park).
7. Sumska Street, the main street of the first capital.
8. From the theatre "Berezil" to Taras Shevchenko Ukrainian Drama Theatre.
9. Squares: Mykolaivska – Teveliev – Soviet Ukraine – Constitution.
10. University Hill.
11. The Holy Pokrovskyi Cathedral.
12. Beketov's buildings in Constitution Square.
13. The history of the Assumption Belfry.
14. Gosprom – "an uninvited guest."
15. The cultural center of Kharkiv.
16. Literature Kharkiv.
17. The street of the ancient city center of Kharkiv.

## **7. Questions for self-diagnostics**

1. Formation of tourist skills.
2. Thinking. The main types of thinking.
3. Using practical, visual and verbal methods.
4. Induction and deduction and their role in conducting excursions.

5. What is logic?
6. The main laws of thinking.
7. Laws and requirements of logic.
8. Logical transitions.
9. Problems of logical reasoning.
10. What are the main features that classify an excursion?
11. How are excursions that classified an the content?
12. What is a sightseeing excursion? What are its features?
13. What is a thematic excursion? What groups are thematic excursions divided into?
14. What groups are industrial tours divided into?
15. What is an art excursion?
16. What kinds of literary excursions do you know?
17. Speak about architectural excursions.
18. What is the classification of excursions by the membership?
19. How are excursions classified by the place and means of transportation?
20. What is the essence of classification of excursions?
21. The subject of an excursion as a set of themes.
22. What is the composition of an excursion?
23. What is the top subtheme? What role does it play in the excursion?
24. What does preparation of an excursion include?
25. What are the main stages of a new excursion?
26. What are the main trends which may identify the preparation of a new excursion?
27. Who is invited to prepare a new excursion?
28. What is an excursion scheme?
29. What is the list of the main documents required for an excursion?
30. What are the similarities and differences between control and individual texts?
31. What is the logistic transition and what kinds of transitions are there?
32. What is the importance of thorough development?
33. Guide's mimicry and its role in the excursion process.
34. Guide's appearance.
35. The speech etiquette of a guide.
36. The culture of guide's behavior, ways of its formation.

## 8. Individual and consulting work

Individual and consulting work is a kind of teacher's communication with students which is carried out under the schedule of individual and consulting work in the form of individual lessons, tutorials, check and defense of tasks which are given to the students as a form of current control, etc.

Individual lessons are given to students to increase the level of their preparation and develop individual creative abilities. Individual tutorials imply consulting student on problem questions of theoretical character in the academic discipline.

A tutorial is a form of educational lessons which includes an explanation of certain theoretical principles or aspects of their practical application, consideration of typical examples and ways of using the knowledge received when studying the academic discipline in practice.

Individual and consulting work designed for a complex assessment of mastering the teaching material is carried out in the form of individual defense of independent and individual tasks, preparation of abstracts for presentation at seminars, preparation of theses for presentation at a scientific conference.

## 9. Techniques for enhancing the training process

To enhance the educational process when teaching the academic discipline "Organization of Tourism: the Fundamentals of the Excursion Activity, the Fundamentals of the Animation Activity", such modern educational technologies, as problem lectures, mini-lectures, work in small groups, seminars-discussions, presentations are stipulated. The basic difference of active and interactive methods of training from the traditional ones is not only in the techniques of teaching, but also in the high efficiency of the educational process which reveals itself in the high motivation of students, application of the theoretical knowledge in practice, increase of students' consciousness, the ability to make independent decisions, the ability to make collective decisions and social integration, habits of solving the conflicts, development of the ability to compromise.

**Problem lectures** are directed at the development of students' logic thinking. The range of questions on the theme of a lecture is limited to two or three key moments, the attention of students is concentrated on the material which hasn't been covered in textbooks, the experience of foreign educational

institutions with distribution of printed material to students during lectures and highlighting the main conclusions made concerning the points under consideration. When delivering the lecture material the teacher puts questions to be independently thought over by students. Thus the lecturer asks a question which induces students to search for a solution to a problem situation. Such a system forces students to concentrate and start thinking actively in the searching for the right answer. At the beginning of a problem lecture it is necessary to formulate precisely the problem to be solved by the students. When delivering the lecture material it is necessary to avoid direct answers to the questions, and to cover the lecture material so that the received information could be used by the students while solving the problem.

**Mini-lectures** provide the delivery of the teaching material in a short - time interval and are characterized by significant capacity, complexity of logic constructions, images, proofs and generalizations. At the beginning of a mini-lecture the lecturer attracts the students' attention to the necessity of presenting the lecture material in a structural and logic way. While considering the set questions, the lecturer delivers the compressed material. The lecture lessons stimulate the students' activity and focus their attention on the perception of the material, and also direct them at using a system approach to the reproduction of the information which they have received from the lecturer.

**Seminars-discussions** provide an exchange of opinions and sights of participants on the problem discussed and its separate aspects. Such seminars develop the independence of students' thinking and the ability to analyse the information, form a certain outlook, develop a skill at formulating ideas, state them and give reasons during the further discussion, and also to evaluate the ideas and offers of others. (Themes 1, 3, 8, 9)

**Work in small groups** enables the teacher to structure lectures or practical lessons (seminars), create opportunities for each student's participation in the work on the theme of lessons, provides formation of personal qualities and experience of a social dialogue. After the problem coverage or a summary of the material students are offered to make groups of 5 – 6 people and present the vision and perception of the material at the end of the lesson. (Themes 2, 3, 5, 8)

**Presentations** are made in front of the audience and are used for demonstration of certain achievements, results of the group work, reports on individual tasks, instructing. One of the positive features of presentations and their advantages in the educational process is an exchange of experience received by the students while working in small groups.

**Brainstorming** is a method of solving urgent problems, the essence of which is to express the greatest possible number of ideas in a very limited amount of time to discuss and make their selection. (Themes 8, 9)

## **10. The system of current and final control of students' knowledge**

The system of assessing the knowledge, skills and competencies of students implies evaluation at all forms of lessons.

Students' knowledge checking and assessment is effected in such forms:

1. Assessing the students' knowledge during seminars and practical lessons.
2. Assessing an individual research task.
3. Carrying out the intermediate control.
4. Carrying out the modular control.
5. Carrying out the final written examination.

Current assessment of students' knowledge and testing the students' readiness to perform a concrete work is carried out during practical lessons and seminars. The objects of the current control are:

- 1) the activity and productivity of the students' work during the semester in studying the program material of the academic discipline, attending the lessons;
- 2) the performance of an individual research task;
- 3) the performance of the intermediate control.

Intermediate module control of students' knowledge involves identifying the students' mastery of the lecture material and the ability to apply it to solve practical problems and is held in the form of a written work, which includes questions of the theoretical nature, questions aimed at solving practical tasks and tests.

Module control is held once per semester. It aims to determine the level of students' knowledge of the theoretical and practical issues of the academic discipline.

During the current control students must obtain a cumulative score of at least 35 points to be allowed to take the examination. Active participation in lecture activities can give 0.5 point to a student. Participation in solving problems at practical lessons can give 0.5 to 1 point.

When performing independent work, which is checked at almost every practical session in a variety of tasks in the classroom a student can get 2 points. Within the course of studying the academic discipline students must write two current tests, each of which is rated at 5 points. A sample current control work is shown below.

### **Sample tasks of a current control work**

#### Variant 1

**Task 1.** What is the complex of methods used in excursions?

**Task 2.** Explain whether you want to use psychological methods in the process of the excursion?

**Task 3.** An excursion to the churches and cathedrals of Kharkiv has been made. What kind of excursion is it? Name all kinds of excursions you know.

**Task 4.** Work out a passport of the excursion object the monument to kozak Harko.

The passport of an excursion object:

the name of the object (initial and advanced), and the name by which it is known to the public;

the historical event, which is connected with the monument, the date of the event;

the location of the object, its postal address, what territory it is located in (city, village);

the description of the monument (its author, date of construction, materials, the text of the memorial inscription);

the source of information about the monument (literature, describing the monument and events associated with it, archives);

preservation of the monument (monument status and territory in which it is located, the date of the last repair, restoration);

protection of the monument ( to whom it assigned).

A correct and complete answer to questions 1,2,3 is assessed at 1 point. An incomplete answer to these questions is assessed at 0.5 point for each. A correct and complete response to question 4 is rated at 2 points. A true but incomplete answer to question 4 is evaluated at 1 point. The maximum score for the test is 5 points.

Reports and presentations are assessed at 3 and 9 points in accordance with the criteria specified in the description of the creative task, namely, the relevance, the depth of the scientific analysis, the practical significance, the aesthetic design of the presentation, answers to questions of the audience. Full compliance with each criterion is rated at 0.5 point.

The assessment of students' knowledge in the current control is presented in Table 3.

Table 3

### Criteria of assessment

Themes	Lectures	Practical lessons	Independent work	Presentations	Current tests	Total
Theme 1. The fundamentals of the excursion activity	0.5	1.5	4	3		9
Theme 2. The essence, functions and features of an excursion						
Theme 3. Types and the content of an excursion	0.5	1.5	2			4
Theme 4. Display and tale on an excursion	0.5	1.5	2			4
Theme 5. Methods of preparing a new excursion	0.5	1.5		3		5
Theme 6. Methods of making an excursion, methods of display and tale	0.5	1.5	2			4
Theme 7. Professional skills of a guide	0.5	1		9		10.5
Theme 8. The main concepts of animation	0.5	1	2	3	5	11.5
Theme 9. The animation management in a hotel	0.5	1.5	2	3	5	12
Total	4	11	14	21	10	60

Table 4

### Maximum score per one week

Themes	Lectures	Practical lessons	Independent work	Presentations	Current tests	Total
1	2	3	4	5	6	7
1,2	1 week	0.5	0.5	2		3
	2 week		1	2	3	6



1	2	3	4	5	6	7
3	3 week	0.5	0.5	2		3
	4 week		1			1
4	5 week	0.5	0.5	2		3
	6 week		1			1
5	7 week	0.5	0.5		3	4
	8 week		1			1
6	9 week	0.5	0.5	2		3
	10 week		1			1
7	11 week	0.5	0.5			1
	12 week		0,5		9	9.5
8	13 week	0.5	0.5	2		8
	14 week		0.5		3	3.5
9	15 week	0.5	0.5	2		3
	16 week		0.5		3	3.5
	17 week		0.5			5.5
	18 week					
Total		4	11	14	21	60

Final assessment of students' knowledge.

To be allowed to take an examination, students must gain the total score of 35 points for the current control. The exam is done in writing. An examination ticket consists of a stereotypic, diagnostic and heuristic task.

Students' answers are evaluated at 40 points maximum.

Each task is evaluated separately. To successfully pass the exam students must gain at least 25 points all in all.

Below is a sample paper with the highest number of points for each task.

### A sample examination card

**Task 1.** What is an individual text and a control text? What is the nature of each of them and what are the differences?

**Task 2.** The essence of the excursion technique. The object and types of excursion methods. Specify ways to improve the excursion technique.

**Task 3.** List all the parks located in the city of Kharkiv and specify their address.

**Task 4.** Develop a sightseeing route for a bus excursion about Kharkiv, which would last for three hours.

Requirements for the route:

aspects of the city life, which can be presented in the excursion based on the review and the tour with visiting the sites that could have given birth to

the city, the main ways of its development, the economic potential of the city's natural environment, cultural, scientific achievements;

the sightseeing excursion can combine the elements of walking and travelling by transport;

the sightseeing excursion should include several stops to make a closer acquaintance with some interesting objects;

the route of the excursion should include a variety of sites, for example, monuments, buildings, memorial plaques, streets, squares and memorials .

**Task 5.** Identify the problem, conflict, opposing sides of the story, (for example, fables, fairy tales, cartoons).

Identify the sequence of events in the story / conflict.

Give the name of the events.

Set the compositional role of the important events: the introduction, the development, the climax, the resolution, that determine the nature of the exposition.

Try to change the events (convert the straight order of event into the inverted one). Perhaps, this is a welcome change to the genre of the program?

The assessment of the accomplishment of the stereotypic, diagnostic and heuristic tasks is carried out by the following criteria which correspond to the points stated in Table 5. The final assessment of the examination is based on the score gained for the performance of all the tasks.

Table 5

### The criteria of assessment

The task number	The maximum number of points for the task	Estimation criteria	The number of points according to the criteria given in percentage
1	2	3	4
1,2	7	A full and correct answer with examples	7 (100 %)
		A correct answer but there are no practical examples	6 (80 %)
		An incomplete answer, but the student can explain his thoughts and give a practical interpretation	5 (70 %)
		The answer is partially correct, but the mistakes don't make it possible to determine fully the student's practical skills	4 (60 %)
		The answer is not full, but the student can explain his thoughts and give a practical interpretation	3 (50 %)

The end Table 5

1	2	3	4
		The answer is wrong or unavailable	2 or 1 point (less than 50 %)
3,4	8	A full and correct answer that contains calculations and conclusions with no mistakes	8 (100 %)
		A correct answer but calculations and the conclusion are not exact	7 (80 %)
		The answer is not full, the student can not explain his thoughts	6 (70 %)
		The answer is partially correct but the mistakes don't make it possible to determine fully how the student has mastered the content of the academic discipline	5 (60 %)
		The answer contains plenty of mistakes, but the student has mastered the general content of the academic discipline	4 (50 %)
		The answer contains significant mistakes, but the student has mastered the general content of the academic discipline	3 (less than 50 %)
		The answer is wrong but the student has mastered the general content of the academic discipline	2 or 1
5	10	A full and correct answer that contains calculations and conclusion with no mistakes	10 (100 %)
		A correct answer but calculations and the conclusions are not exact	9 (90 %)
		The answer is not full, but the student can explain his thoughts and give a practical interpretation	8 (80 %)
		The answer is partially correct, but contains a mistake, and still makes it possible to determine the student's practical skills	7 (70 %)
		The answer is partially correct but the mistakes don't make it possible to determine fully the student's mastery of the content of the academic discipline	6 (60 %)
		The answer contains plenty of mistakes, but the student has mastered the general contents of the academic discipline	5 (50 %)
		The answer contains significant mistakes, but the student has mastered the general content of the academic discipline	4 (less than 50 %)
		The answer is wrong but the student mastered the general content of the academic discipline	3 (30 %)
		The answer is fully wrong or unavailable	2 – 1

The final assessment of the student's knowledge of the academic discipline according to the University parameters is converted into the final assessment on the ECTS scale (Table 6).

Table 6

**Parameters of students' progress according to the assessment system of the ECTS scale**

Mark by the ECTS scale		Mark by the scale used in KhNUE	Mark by the national scale
Excellent performance	A	100 – 90	Excellent
Above the average level	B	90	
In general the work is correct but contains some mistakes	C	89 – 75	Good
Not bad but with some drawbacks	D	74	Satisfactory
Satisfactory performance	E	60	
Reexamination is necessary	FX	59	Unsatisfactory
Teach-repeat routine	F	0	

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## Contents

Introduction.....	3
1. Qualification requirements for students.....	5
2. The thematic plan of the academic discipline.....	7
3. The contents of the academic discipline according to modules and themes.....	8
4. Plans of lectures .....	11
5. Plans of practical lessons (seminars).....	13
6. Independent work of students .....	18
7. Questions for self-diagnostics .....	18
8. Individual and consulting work .....	20
9. Techniques for enhancing the training process.....	20
10. The system of current and final control of students' knowledge .....	22
11. Recommended bibliography .....	28

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