

Optimalni organizacijski model izobraževanja za turizem

Optimal organization model of tourist education

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Povzetek

Poglavitna os identifikacije gradnikov celovitega kompetentnega modela izobraževanja za turizem izhaja iz potrebe po notranje-krožno-refleksivnem delovanju posameznika v izobraževalnem modelu za turizem, institucionalnem pojmovanju izobraževanja, ki se izraža v zunanje-refleksivnem modelu delovanja izobraževalnih inštitucij za turizem in v funkcionalno-praktični interakciji posameznika in inštitucij turističnega gospodarstva pri razvoju inovativnih potencialov na področju turizma.

Metodološki del je namenjen identifikaciji gradnikov kompetentnega modela za izobraževanje za turizem, ki je nivojsko strukturiran, dvorazsežen, saj vključuje aktivno vlogo socialnega akterja pri racionalizaciji praktičnega znanja in kreptvi inovacijskega potenciala pri razvoju lastnih kompetenc ter vlogo inštitucij za izobraževanje za turizem v tem procesu.

Na organizacijsko-kulturni razsežnosti zaznavamo dvojno strukturo delovanja, ki razlikuje med zavestno refleksijo zunanjega okolja na ravni izobraževalne inštitucije in zavestno refleksijo notranjega okolja na ravni razvitosti kompetenc socialnega akterja. Na osnovi Giddensove teorije strukturiranosti pojasnjujemo dimenzije organizacijsko-kulturne razsežnosti kompetentnega modela izobraževanja za turizem na področju Slovenije.

Ugotavljamo, da socialni akter ne zaznava nivojske strukturiranosti študija na visokošolski ravni, za katero je značilna odsotnost zavestne, racionalne in motivacijske refleksije na tem nivoju izobraževanja. Organizacijsko-kulturno okolje v Sloveniji na področju izobraževanja za turizem daje prednost praktičnim, funkcionalnim načinom pridobivanja kompetenc na višji in na magistrski ravni študija. Zaradi nivojskih sprememb, ki jih v študij vnašajo bolonjska načela izobraževanja, se kompetence ne realizirajo na visokošolski ampak na magistrski ravni. Tako stanje zahteva sistematičen pregled in spremembo kompetentnosti modela za izobraževanje, ki po eni strani povečuje kompleksnost kompetentnega sistema za izobraževanje, po drugi strani pa zmanjšuje možnosti racionalizacije kompetenc, ki temeljijo na aktivnem raziskovalnem pristopu k analizi področja izobraževanja za turizem.

Ključne besede: strukturiranost, izobraževanje, refleksija, racionalizacija, spominska sled, notranja motivacija, kompetence

Abstract

Basic formation of optimal organizational model for tourism education derives from the need of internal-continuous-reflexive individual engagement in tourism educational model, institutionalised concept of education reflecting on external-practical interaction of individuals and institutions of tourism in developing innovative potentials.

The methodological part is aimed at providing a suitably structured educational model for tourism. The model is two-dimensional including active roles of individuals in the process of rationalisation of practical knowledge, the empowerment of innovation potential in developing their own competences and the role of tourism educational institutions.

Furthermore, the research will show that the competency factor is a complex dimension regarding its dual structure and regarding the level of structure in the field of tourism. New theories, based on structuration theory, reveal new dimensions and new levels of

categorization of tourism education. At the same time the complexity of empirical rationalisation might be the reason for persistent use of old models of education in tourism, which have either functional or strictly academic background. Tourism therefore faces a paradox situation. The object of analysis demands more structured variables, based on the dual nature of reflexive observation, development trends and less structured variables are needed to be realized as standardized competences. Consequently, the effect of placement is thus in most empirical analyses measured only by a degree of competence development, depicting only the potential position of individuals in tourism. The causality of differences should be understood as the memory-trace and not as motivational trace axis. The individual should be viewed as a member of different levels of education within the level structure of tourism education.

The organizational cultural dimension, following memory traces of past activity of suitably structured educational model for tourism, can be observed as dual activity structure distinguishing between conscious reflection of the external environment on the level of educational institution and internal practical consciousness on the level of individual development of competences. Giddens structuration theory is used as a conceptual frame explaining the organizational-cultural dimensions of suitably structured educational model for tourism in Slovenia.

The conclusion partis aimed at empirical observation of dual function of level structured educational model including micro, medium and strategic levels of competency building. The general conclusion is based on the fact that an individual does not perceive college level of education as a personal competency building process. An individual cannot rationalize competences on the conscious, practical and motivational level. Organizational cultural environment prefers practical and functional ways of acquiring competences on vocational college and postgraduate (Master's) level of tourism education in Slovenia. Due to the structured changes implemented by the Bologna process, competences are not realized on the vocational college level of education but on the postgraduate (Master's) level. These conditions lead to a new level of education. However, there is no proof that the new level can be viewed as added value to the development of conceptual competences needed to control new knowledge demands in tourism.

To conclude, Slovenia has a lot of potential in tourism education with the support of suitably structured educational model for tourism.

Key words: structure, education, reflection, rationalisation, memory-trace, internal motivation, competences.