

LJUBLJANA SCHOOL OF BUSINESS

**SUSTAINABLE DEVELOPMENT UNDER THE CONDITIONS OF
EUROPEAN INTEGRATION**

Collective monograph

Part II



PHICAL AND	143	Olga Ostapenko ANALYSIS OF ENERGY, ECOLOGICAL AND ECONOMIC EFFICIENCY OF STEAM COMPRESSOR HEAT PUMP INSTALLATIONS, AS COMPARED WITH ALTERNATIVE SOURCES OF HEAT SUPPLY, WITH ACCOUNTING THE CONCEPT OF SUSTAINABLE DEVELOPMENT	312
IE PERIOD	162	Iryna Krylova THE STATE INFLUENCE AND SUPERVISION OF WATER AND SANITATION IN UKRAINE	330
RONMENTAL FORMATION:	182	Oksana Davydova, Natalia Balatska, Kseniia Kaliienik THEORETICAL AND METHODOLOGICAL ASPECTS OF HOSPITALITY INDUSTRY ENTERPRISES' SERVICE QUALITY MANAGEMENT	351
USTAINABLE	195	Alona Melnyk, Zorina Shatska EXPERIENCE OF FUNCTIONING OF FOREIGN BUSINESS STRUCTURES IN A GLOBALIZED SPACE	365
ERVICE		Marina Potetiuiieva BASIC PRINCIPLES, METHODS AND FUNCTIONS OF THE FORMATION OF THE MECHANISM OF THE PROPERTY COMPLEX OF JSC "UKRANIAN RAILWAYS"	378
SUSTAINABLE	209	Nika Ilkova FUNCTIONING OF THE BANKRUPTCY INSTITUTE IN DIFFERENT COUNTRIES OF THE WORLD: EXPERIENCE FOR UKRAINE	391
ND TARGET URING	228	Chapter 4. POLITICAL SCIENCE, PSYCHOLOGY AND SOCIOLOGY	
shchenko		Viktor Dyuzhev, Oleg Boichenko, Dmitriy Bolshakov ANALYSIS OF PUBLISHING ACTIVITY ON HUMAN RESOURCE MANAGEMENT SYSTEMS OF ENTERPRISES IN THE BASES OF ELECTRONIC RESOURCES IN TERMS OF INFLUENCE OVER ITS INNOVATIVE RECEPTIVITY	406
LENGES AND	256	Olexander Shmatko, Yuliia Litvinova BLOCKCHAIN AS THE BASIS OF THE DIGITAL ECONOMY. WORLD EXPERIENCE OF CRYPTOCURRENCY FINANCIAL REGULATION	415
STRUCTURE A RAINE	270	Mariya Kashka WOODEN CHURCHES IN THE TRANSCARPATHIAN REGION AS RELIGIOUS TOURIST ATTRACTIONS	427
ONAL LABOR	283	Halyna Mamus, Halyna Havryshchak, Maria Markovych FORMING OF AESTHETIC PERCEPTION IN THE FUTURE SERVICE SECTOR SPECIALISTS DURING THEIR PROFESSIONAL TRAINING	440
S LOCALIZED	299	Galyna Volokhova, Anastasiia Volokhova CORPORATE IDENTITY OF BLOCKCHAIN-BASED COMPANIES	448

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FORMING OF AESTHETIC PERCEPTION IN THE FUTURE SERVICE SECTOR SPECIALISTS DURING THEIR PROFESSIONAL TRAINING

Abstract. The own interpretation of the concept of "aesthetic perception of the teacher of practical training in the field of service" is formed. The following main stages of formation of aesthetic perception in the process of training of future teachers of practical training in the service sector are determined. Theoretical bases of formation of the aesthetic perception in the system of professional training of future specialists in the sphere of service is also revealed. The pedagogical conditions for the formation of aesthetic perception of future professionals in the service sector are substantiated. In order to improve the level of formation of aesthetic perception of future service professionals examples of tasks are developed; it correspond to the stages of formation of aesthetic perception and pedagogical conditions presented in thesis. The possibilities of using the problem in the process of studying the topic of art design and manufacture of products are described and the corresponding examples are given. The peculiarities of the study of certain disciplines are analyzed; the content of laboratory works, which provide formation of aesthetic perception of future specialists in the sphere of services, is disclosed.

JEL Classification: I21**Introduction.**

The reform of educational system in Ukraine puts before the future specialist not only modern requirements for the acquisition of the necessary competencies for successful professional activity, but also their ability to design and implement own ideas for self-realization in creative activity; to activate the need for self-knowledge and independent action. The most important factor in the process of preparation of bachelors for professional activation in the service sector is the formation of aesthetic needs, tastes, creativity and the artistic direction, as well as solving problems of aesthetic culture. These aspects largely depends on the level of aesthetic development of the personality and testifies to her ability to perceive, to feel, to experience and to admire the reality. The aspects of creativity, artistic and aesthetic development and culture of young people were studied by philosophers, psychologists, domestic and foreign scientists, methodists and teachers-practitioners. The decision of the problem of aesthetic perception in other fields of activity is done by such experts: Nakonechna, O. grounded the interpretation of aesthetic perception, Pushonkova, O. revealed the dynamics of forms of the aesthetic perception, Mikhova, T. suggested the productive ways of formation of the aesthetic perception, Kaidanovska, O. investigated the emotional aspect of aesthetic perception and so on (Mamus, & Havrylko, 2018).

Therefore, the positive results are achieved, but these studies do not exhaust the main issues of formation of aesthetic perception in the process of the professional training of future specialists in the service sector, because the definition of the concept of aesthetic perception, the conditions of its formation in the training of future teachers of practical training is not specified. So, the well-known methods, the techniques and the means for its development are needed to be improved.

These ideas caused the choice of the research topic. The purpose of the research: to develop and to ground the pedagogical conditions for the formation of the aesthetic perception of future service professionals in the training process. The object of the research is the professional training of future teachers during their practical training in the field of service in the higher educational school.

1. Theoretical bases of formation of the aesthetic perception in the system of professional training of future specialists in the sphere of service

In order to perform the theoretical tasks of the study to determine the essence of the concepts of "perception", "aesthetic perception" the state of the problem in the philosophical, psychological, pedagogical and art literature was analyzed. We hold the conclusion that perception is a process of reception and processing of various information coming to the brain through the senses, and which ends with the formation of the image first in thinking, in consciousness, and then its expression in the material. Despite this, the following main stages of formation of aesthetic perception in the process of training of future teachers of practical training in the service sector are determined in such ways: the installation on a holistic aesthetic development of the object; the contemplation and perception of products of design and technological activities, arts and crafts, design; their analysis and understanding; the aesthetic evaluation of the content of the object and its interpretation.

As a result of the analysis of psychological and pedagogical researches, we agree with the conclusion that the aesthetic perception is a synthesis of the intellectual, and emotional-positive qualities of the personality. It allows to develop the aesthetic needs, tastes, spatial thinking, imagination, actualize the ability of the artistic direction necessary for the future teacher, whose activities are not only applied, but also artistic direction.

According to the mentioned above, we formulate our own interpretation of the concept of "aesthetic perception of the teacher of practical training in the field of service" as a process of the spiritual and practical activity, in which the results of sensory understanding of the figurative and symbolic content of the object are realized, perceived and improved on the basis of impressions and experiences, practical skills and artistic direction.

The training of teachers due to the specialty "Professional education (Service Sector)" is carried out in Ternopil Volodymyr Hnatiuk National Pedagogical University.

Generalization and specification of the problems is formed on the basis of the analysis of literary sources. It testifies that aesthetic perception of bachelors of professional education, in particular in the course of preparation for activity in the sphere of services, is a subject of attention and demands further research.

Educational and professional bachelor's program contains disciplines with aesthetic component. Let take for example some of them: "Ethics and aesthetics", "Design of service facilities", "Design of restaurant facilities", "Design of hotel facilities", "Design and manufacture of furniture for restaurants and hotels", "Design and manufacture of textile products", etc. It is obviously that it is necessary to improve the ability of the aesthetic direction of future service professionals. So, you mustn't forget about these aspects in the process of familiarization with the basics of the organization of activities of enterprises in the service sector; mastering the basics of food technology, the study of national and ethnic cuisines, PR-technologies in the hotel and restaurant business.

The graduate should be ready to work as a teacher of practical training in vocational schools or to solve typical professional tasks for the organization and implementation of hotel and restaurant services in the enterprises.

The result of professional education of future specialists of hotel and restaurant business depends on the success of mastering the normative and selective disciplines of general and vocational training, which are provided in the curriculum. There are significant opportunities to enhance the cognitive activity of students in the process of acquiring the above-mentioned competencies. It is directly related to the aesthetic development of the personality, the formation of the abilities of the artistic direction, creative approach to solving problems in the service sector. Therefore, it is important to aesthetic perception, which accordingly affects the development and education of aesthetic feelings, tastes, abilities of the personality.

Aesthetic qualities of the person are associated with thinking and they can be caused by a certain idea, thought, theoretical knowledge and practical actions in this field.

For example, let analyze the features of the study of design of hotel and restaurant facilities.

During their professional training bachelors explore the modern computer-aided design techniques of hotel and restaurant facilities in accordance with its socio-cultural, utilitarian and aesthetic functions. They master: main directions in the organization of design, construction and reconstruction of the enterprises of service sector; bases of design and an interior of the enterprises of hotel and restaurant business.

Students acquire the skills of aesthetic understanding and perception of surrounding objects. As a result, the aesthetic knowledge is improved and their creative thinking is also formed. The studying of artistic styles and the formation of competitive corporate design is especially important for the design of the restaurant and hotel business.

It is advisable to analyze the relationship of style and fashion trends, its impact on the aesthetic characteristics of hotel and restaurant facilities. In this case there are several important aspects: the artistic and emotional sense of harmony; systematic vision of the transformation of the external features of individual objects or its complex; the organization of its colors and shapes, rhythms and proportional relations, decoration etc.

It should be noted that current educational trends require new approaches to teaching disciplines. The focus on mobility of students requires the introduction and improvement of distance learning. Distance learning at Ternopil Volodymyr Hnatiuk National University is carried out using the Moodle environment. Using Moodle students can learn topics, questions and tasks of the discipline; read the theoretical information on each topic; get the task for laboratory-practical and individual work; do the tasks and if necessary directly follow the website links to certain standards, companies of the service area or other necessary resource. Distance learning helps to acquire knowledge being mobile and provides more opportunities for students to work individually.

Therefore it is very important to review the theoretical foundations for improving the training of specialists in the service sector. Also it is need to supply the acquisition of experience and professional skills of practical and pedagogical aesthetic activities using modern individual approaches and teaching methods for the successful development of hotel and restaurant business.

2. Pedagogical conditions of formation of the aesthetic perception of future teachers of practical training

Methodical bases of teaching activity during formation the aesthetic perception of future teachers of practical training in the field of service in the process of studying normative and selective disciplines provide the definition of pedagogical conditions for the purpose of forming students' aesthetic perception.

The establishment of pedagogical conditions in this study is due not only to the improvement of the content of professional training of the future bachelor; but also the need to resolve the contradictions that have been identified as a result of the theoretical analysis of the problem (are established in the previous paragraph of the study) and the investigation the features of future teachers' training in pedagogical universities.

We consider that the structure of the formation of aesthetic perception of future service professionals includes the following components: activation of development of motives, needs, interests, positive attitude of future service professionals to the professional activity according aesthetic direction; ensuring the competence of students in design and technological activities to create products from various materials in the field of arts, crafts and design; development of creative imagination and fantasy, understanding and rethinking the product of aesthetic and artistic creativity; activation of various forms of creative activity for further professional labor with future service workers.

As a result of the analysis of the curriculum for the preparation of bachelors due to the specialty 015 Vocational education (Service Sector) some disciplines are identified. The studying is associated with the aesthetic direction and the opportunities for their improvement are also identified. Taking into account the analysis of methodical literature, the study of professional training experience, we try to substantiate the following pedagogical conditions for the formation of aesthetic perception of future professionals in the service sector:

1. The appropriate selection of aesthetically attractive samples, models of products.

Consciousness, perception, understanding of the student and his artistic and imaginative thinking, imagination and fantasy; the desire to comprehend the basics of art, architecture. Accordingly, the observance of this condition contributes to the improvement of spiritual and practical activity of the future teacher of practical training, directs to self-knowledge, self-realization and activity of their cognitive activity.

2. Preparation of educational and cognitive theoretical and practical tasks; it will include the formation of aesthetic perception, improvement of professional knowledge and skills according aesthetic direction.

3. Activation of creative independent work using an individual approach to future teachers in order to develop their personal qualities.

In order to improve the level of formation of aesthetic perception of future service professionals examples of tasks are developed; it correspond to the stages and pedagogical conditions presented in our thesis.

The tasks of the first stage are prepared to provide a motivational component and are aimed to develop the interest, emotional impressions. These feelings arise in students in the process of acquaintance, inspection of products of decorative and applied art, design and technological activities; decoration of objects of the service sector; the activation of aesthetic experiences and the formation of a positive attitude to the tasks of the artistic type.

Such tasks include:

- view the presentations (for example, about the types of finishes made of textile materials, accessories and methods of their processing; decoration of restaurant products; information about the style of modern furniture, interiors); the samples of products of different range (for example, textile materials: panels, decorative pillowcases, bedspreads, napkins, towels, tablecloths, sets of kitchen sets with different finishing techniques, etc.);

- observation and encouragement to stimulate interest (conversations, illustrations, oral creative tasks concerning the premises, products, accessories of different styles, their purpose and decoration).

At the second stage, it is advisable to implement the cognitive component through the development and accumulation of knowledge, skills and artistic direction.

The main methods inherent in this stage are explanations, demonstrations, conversations, educational discussions, it help to study and to assimilate of theoretical stuff during practical training. So, for example:

- analysis, generalization, comparison of designs and decoration of products;
- familiarization with the dictionary of terms and definitions of parts, products, processing and finishing operations;
- oral creative tasks aimed at learning the basics of composition and the basic elements of the composition (silhouette, lines, proportionality, rhythm, material, finish, color);

- for self-control of knowledge on the topics of art direction in the process of design, processing.

The third stage is aimed to provide a sensory component through the development of the need to emotionally perceiving the artistic objects, also to understand and to evaluate the artistic image.

In order to realize this stage the analysis of perception of aesthetic qualities of a certain image, object is recommended for discussions and to solve creative tasks.

The visual methods are recommended. According to the source of transmission and perception of educational information we can distinguish, for example, an illustration. It is an additional method in the verbal method of learning. Its importance lies in a more vivid presentation and display of one's own thoughts: illustration tools (multimedia presentations, images, photos, models, drawings, patterns, samples and models of hotel and restaurant objects, products) must correspond to a high aesthetic level, should "come to life" in the story of the teacher and contribute to the formation of aesthetic perception among students.

In order to improve the aesthetic training of future service professionals, it is advisable to intensify their cognitive activity. Taking into account the aesthetic inclinations, inclinations, abilities and individual learning opportunities of students, it is advisable to introduce problem-based learning.

The study of professional disciplines of aesthetic direction promotes and educates future teachers of practical training for the feeling of beauty; positively affects the formation of their artistic outlook, therefore, it is advisable to develop a number of laboratory works that would provide the appropriate competencies.

For example, in the lessons of the discipline "Designing and manufacturing of products made of textile materials", a laboratory work on the theme " Designing and manufacturing of decorations" was proposed. The purpose of this work is to learn how to analyze, classify, and select different types of decoration of textile products in accordance with the specifics of the usage.

The content of the tasks provides an analysis of compositional elements that affect the appearance of interior products. In the process of work, the students characterize the selected types of decoration according to the place of their placement and design of the products, the main materials for the manufacture. They approve the choice of selected accessories decoration for the modern style.

Students offer ideas of decoration of a certain assortment; analyze how this usage influences the aesthetic perception of interior products. We believe that in addition to performing the main part of laboratory work, it is advisable to propose solutions to teaching and research tasks. For example, future lecturers in practical training in the service area should approve how different colors and materials structure of the same product affect their perception.

It is recommended to introduce laboratory work on the perception of color combinations in the product; the dependence of the shape and volume of products on the optical properties of the main materials for their manufacture; the influence of lines on the perception of the proportions of the product; projecting of products of various designs; peculiarities of elements combinations and interactions in the educational process of study of discipline "Designing and manufacturing of products made of textile materials".

In order to acquire professional aesthetic competence in the process of studying of normative and selective disciplines it is expedient to introduce test tasks of various complexity levels, which include the theoretical basis of composition, design, etc. for students' individual knowledge check (Koval et al., 2018). In addition to the above mentioned, it is recommended to implement the tasks for the promotion of professional preparation of aesthetic orientation of bachelor's besides their internship at the hotel and restaurant business enterprises. We believe that the proposed methodological aspect of forming the aesthetic perception of future specialists in the sphere of service is not only interesting but also necessary for further professional activity contributing to aesthetic: artistic perfection, development of imagination, vision and creative abilities of students.

The teacher stimulates creativity and independence of students, increases their interest in professional disciplines of aesthetic direction by means of introducing various forms of training, selecting pedagogical techniques, methods and means of teaching. The teacher encourages the student to think and solve a certain problem. There for he is forced to actively acquire or adapt new knowledge, based on his or someone else's experience, logic, to use the latest information technology. Thus, the future specialist receives new knowledge not through the usual known laws, wording, examples, but as a result of their own active cognitive activity.

It is advisable to introduce changes in the conduct of classes in order to improve the training of future specialists in the service sector. You shouldn't abandon the traditional methods and methods of activity. You need to organize the process of training and control to develop the mental qualities of the student as well as to promote the development of his cognitive activity, abilities of artistic direction, aesthetic perception and the desire for independent, creative activity.

Conclusions.

During the research the state of the problem in the philosophical, psychological, pedagogical and art literature was analyzed. It is testified that aesthetic perception of bachelors of professional education, in the course of preparation for activity in the sphere of services in particular, is a subject of attention and demands further research. Our own interpretation of the concept of "aesthetic perception of the teacher of practical training in the field of service" as a process of the spiritual and practical activity, in which the results of sensory understanding of the figurative and symbolic content of the object are realized, perceived and improved on the basis of impressions and experiences, practical skills and artistic direction is formed.

The following main stages of formation of aesthetic perception in the process of training of future teachers of practical training in the service sector are determined.

The structure of the formation of aesthetic perception of future service professionals includes the following components: activation of development of motives, needs, interests, positive attitude of future service professionals to the professional activity according aesthetic direction; ensuring the competence of students in design and technological activities to create products from various materials in the field of arts, crafts and design; development of creative imagination and fantasy, understanding and rethinking the product of aesthetic and artistic creativity; activation of various forms of creative activity for further professional labor with future service workers. As a result of the analysis of the curriculum for the preparation of bachelors due to the specialty 015 Vocational education (Service Sector) some disciplines are identified. The studying is associated with the aesthetic direction and the opportunities for their improvement are also identified.

We substantiated the following pedagogical conditions for the formation of aesthetic perception of future professionals in the service sector: the appropriate selection of aesthetically attractive samples, models of products; preparation of educational and cognitive theoretical and practical tasks; it will include the formation of aesthetic perception, improvement of professional knowledge and skills according aesthetic direction; activation of creative independent work using an individual approach to future teachers in order to develop their personal qualities.

In order to improve the level of formation of aesthetic perception of future service professionals examples of tasks are developed; it correspond to the stages of formation of aesthetic perception and pedagogical conditions presented in our thesis.

The possibilities of using the problem in the process of studying the topic of art design and manufacture of products are described and the corresponding examples are given. As an example the peculiarities of the study of certain disciplines are analyzed; the content of laboratory works, which provide formation of aesthetic perception of future specialists in the sphere of services, is disclosed.

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