PEDAGOGICAL PRECONDITIONS OF THE DEVELOPMENT OF SERVICE CULTURE OF A FUTURE HOSPITALITY SPECIALISTS

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Abstract

The problem studied in the article is the theoretical substantiation and determination of the pedagogical preconditions of the development of service culture of future hospitality specialists, and searching for technological solutions. Today the Professional education should develop independent, responsible and socially active personalities that are able to solve production and social problems in a high level of service culture. Searching for ways and means for the optimization of the process of preparation of hospitality specialists, as well as development of service culture as a basic quality of a personality for hospitality specialists could be mentioned as one of the most topical problems of modern pedagogy. At the same time, after the analysis of the theory and practice of the preparation of hospitality specialists, it can be seen that service culture is not always developed within Professional education, as there is a lack of appropriate system and technological resources that affect the quality of preparation of the specialists. During the scientific research, the author has analysed literature, observed the pedagogical process and questioned students and lecturers. The research allowed the author to determine the regularities of the process of education and the pedagogical preconditions of the development of service culture of a future hospitality specialist.
Key words*: hospitality specialist, service culture, personality, pedagogical preconditions.*

Introduction

A characteristic feature of the today's world is the essential acceleration of the historical development. Within the lifetime of one generation, qualitative changes are observed in all spheres of life: economics, politics, culture, social field. The expansion of communication opportunities in both national and global levels encourage a new type of perception of the world that is directed to the awareness of global human unity in its diversity. The notion of the science of the today's world changes, and it affects the notion of the place of a human in the world.

The present stage of the development of the society of Latvia and the world is characterised by serious changes in cultural civilisation. The most important of them are the following: extension of international communication, expansion of the processes of globalisation, internationalisation, intercultural dialogue, the scientifically technical revolution in the fields of information technologies and means of communication.

The scientifically technical, informative and socially economical level of the today's society's development, the expansion of interaction among cultures and international co-operation demand

a competent, competitive, professionally mobile and socially active specialist, that is capable for an adequate professional self-determination and self-development. W.Hutmacher indicates as most important the following: „…the skills of adaptation to changes and new opportunities, the ability to act confidently in new and long-term processes of social and cultural changes; understanding of other cultures and tolerance towards them, the motivation of learning, as well as increase of self-confidence" etc. (Hutmacher, 1997, pp. 45-58). The demand is determined by the fact that the service culture spreads throughout the whole of the today's society, and it is affecting also the field of hospitality.

Today in the professional education, such development of an independent, responsible and socially active personality is demanded, that could solve production and social problems within a high level of service culture. Obviously, under such circumstances, the necessity to analyse the essence of the development of service culture of the future specialists, mechanisms and technologies and carry out a research in the dynamics, organization and realisation of such process in the process of professional education become obligatory. In this respect, the searching for means and ways for the optimisation of the preparation process of hospitality specialists and the promotion of service culture as of a basic characteristic feature for the specialists within multinational society should be mentioned as ones of the most topical problems of the modern pedagogy. At the same time, studying the theories and practices for the preparation of the future specialists in the field of hospitality, it can be seen that the service culture within the acquisition of skills of professional operation is not always taught, as there is a lack of system and technological means for the improvement of the process of educating, which affects the quality of the preparation of the mentioned specialists. Due to this reason the problem of the development of service culture during the professional preparation of the specialists becomes a topical direction of pedagogy's theory and practice.

The professionally service culture plays a specific role in the preparation o the specialists, as there like in general culture the socio-cultural, intellectual and moral potential of students is accumulated. Education becomes „the primary means for educating in diversity, increasing the understanding of other cultures, promoting mobility and exchanging and adapting of knowledge, skills and social relations best practices and ensuring the leading role for mass media in encouragement of the principle of unity and mutual understanding" (Gaubert, 2006). The concept of modernisation of the Latvian education system requires an increased general level of education and orientation towards the development of the student's personality, cognition and creative skills. „The task of education is to provide an opportunity for everyone without exceptions to use their talents and creative potential, and this would also be an opportunity to realise their personal plans" (Делор, 1998, pp. 3 -16).

Methodology of Research

The previously discussed modern prospectives of educational development provide an opportunity to formulate the problem of the present research – the theoretical substantiation and determination of the pedagogical preconditions of the development of service culture of future hospitality specialists, and searching for technological solutions.

The objective demand for the development of service culture on one hand and the insufficient elaboration of the theoretically methodological and organizationally methodical foundations of culture development on the other hand, were the ones to influence the choice of the topic of the research „The Pedagogical Preconditions of the Development of Service Culture of a Future Hospitality Specialists".

During the research in the pedagogical preconditions of the development of service culture of a future hospitality specialist within the study process, the author has used the theoretical method: analysis of philosophical, psychological and pedagogical literature. At the Information Systems Management Institute the pedagogical process of hospitality studies was observed. In these research works the method of survey was applied. For this purpose, a questionnaire was worked out, and the author implemented it in the study year of 2007/2008. For this inquiry as respondents students of first and second years were chosen representing different higher educational establishments: the Information Systems Management Institute – 70 students, Latvia University of Agriculture – 20 students, The School of Business Administration „Turība" 45 students. These establishments of

higher education are chosen due to the fact that they conduct the training of hospitality specialists and all surveyed students acquire the speciality of "Hospitality Management". Within the inquiry, also lecturers were questioned, which are working with the future hospitality specialists. All students and lecturers were asked analogue questions by the help of which author tried to find out their opinions regarding the pedagogical preconditions of the development of service culture of a future hospitality specialist, their general orientation towards service culture, as well as their level of knowledge in it. It should be noted that in the answers of the students and lecturers of the above mentioned higher educational establishments no radical differences were observed. The following were used as research methods: theoretical methods- the analysis of pedagogical, psychological and philosophical literature; empirical methods- surveys of students and associated professors; the statistic method of data processing- descriptive statistics.

The aim of the research is to analyse theoretical literature and obtain substantiated data about the pedagogical preconditions of the development of service culture of a future hospitality specialist within the study process, to observe students and associated professors, and find out their opinions about the pedagogical preconditions of the development of service culture of a future hospitality specialist within the study process.

Results of Research

The pedagogical preconditions for regularities of education process and for culture formation of hospitality specialist's service.

In XXI century, as the most essential paradigm of social development the human being as the highest value should be mentioned, as well as the culture as a common intellect and also preconditions of self-organization and self-development.

Within the process of socialization, the society organizing social and cultural activities should care also for the personality being developed, so that it acquires the set of norms and requirements elaborated by the society and accepts the grounds for knowledge gathered until this moment. But the process of cultural development is very individual and directed towards cultural values from personality, and it determines the main task of social and cultural activity: to find an optimal balance between the minimum of social and cultural knowledge, skills and abilities that everybody should possess and the content of individual creative activities connected with the self-actualisation, satisfying of needs for self-organization and realisation of own potential and abilities. S.Hessen mentions **personal development and involvement in cultural processes** as the most important tasks of pedagogical activities (Гессен, 1995).

L. Vygodsky considers that *education and development – two independent, but linked processes can help develop* (Выготский, 1991, pp. 378 - 380). In accordance with the above mentioned theoretical statement, education promotes development, but development prepares and provides the possibility for education. There is a fine saying of the representatives of this school: "Education pulls ahead of development". The primary idea of this direction is the understanding of the sense and essence of development, as well as qualitative changes in the personality being educated.

The professional preparation of hospitality specialists in higher educational establishments is a complicated set of different necessary preconditions for the development of a harmonious personality of a great integrity. According to the definition of L. Vygodsky, personality is a psychical system of great integrity that implements certain functions, it develops within a human being in order to serve these functions (Выготский, 1991).

Within a longer period of time, students are educated under the circumstances of deficit of moral culture. That does not correspond to generally accepted historical notions of human education as of *cultura animi*, which in the translation from Latin means „*the culture of soul*" (Шелер, 1994). The functionally professional knowledge is separated from human values, and the moral criteria, as well as the criteria of spirituality have been lost. Technocratic components of service and management process were stressed also in the process of educating hospitality personnel and developing professional

skills of providing tourism services. Teaching the employees how to correctly implement different technocratic operations was considered to be specifically important and set as priority. The practice has proved that the humanitarian part, meaning the process of contacting customers, accounts for up to 80% non-standard situations. In such cases only the behaviour of personnel is the one to determine how the customer will evaluate the quality of the services provided. The German philosopher Karl Jaspers defines the problems of a modern specialist as follows: „… one human is only able to perform certain functions, and these abilities quite often are like a limited area which the human possesses, but it does not ensure the unity within theirself or an educated cognition" (Jaspers ,1932).

Gerhard Roth considers that learning is a mechanism of self-development (Roth, 1996, pp. 48 - 90), but, in turn, with co-operation and communication a human becomes a cultural and social being, therefore in order to encourage personal development, it is necessary to organize such process of learning that would correspond to the forms of activities of the students lives.

The education system of hospitality specialists established in higher educational establishments that is grounded by technocratic value orientation in the result caused a decrease of the level of culture of hospitality specialists. It narrows the choice of alternatives of life, as well as the emotional impoverishment of personality.

The way out of this situation might be searched in the **humanitarisation of education** of life sciences. The aim of humanitarisation is to organize the process of content and form of education according to the human nature, soul and spirit, to activate the entirety of the human inside world and encouragement of the development of an entire personality. What is the ideal of a modern educated human like? Besides the traditional notions, today new ones appear in pedagogy regarding the human and education. A humanitarian ad humanitarianly technical personality and organic human that is oriented to both cultures become an ideal of the new paradigm of education. The historical tradition tractates the term "humanitarian" as a characterization of the system of values, which develops the human. It means that Humanism, humane and humanitarian can be discussed only when speaking about activities, learning, social institutes, behaviour that inspires humans and fosters their well-being, happiness, freedom and justice. Respectively the term "humanitarian" is related to certain professional activities that determine human behaviour and the understanding and analysis of human spiritual world and cultural world.

In the result of the theoretical research, the author has worked out a united humane model of future hospitality specialists (Kulisha, 2008, pp. 22 - 31). A representative of the humanity – an individual – appears in the centre of this model. The individual "has not been born as a personality, but he has become a personality" (Леонтьев, 1983). Personal development should be considered as obtaining of such qualities that characterise the individual a personality. Just like a subject, the individual reaches the level of personality by communicating, working, involving in cognition processes and creative activities. The more the individual interacts with the outside world, the better visible he becomes as personality.

The human qualities of a personality such as freedom, thinking, spirituality, culture, creativeness, values, sense and responsibility ensure the grounding for such a model (Kulisha, 2008, p. 29). Education is the source of knowledge that provides the human with the opportunity to understand and change the world and theirself. Knowledge obtained in the process of education should be not only demanded within the society, but also as closely as possible linked to the cognitive and practical needs of the human. When getting acquainted to the outside world, the human wishes to simultaneously change at the same time getting acquainted with theirself.

Personality is the social essence of a human, in development of which social factors play a specific role. The process of social development of a personality continues during the whole life of the human being. The personality develops in the learning and education, as well as in the process of acquisition of culture. In the result a unique image of personality emerges, which can possibly integrate into the social environment and also change it. This process when an individual acquires the norms of social life and culture is known as the concept of "socialization". ***Socialization*** (Latin *socialis*) - social. Socialization is a process in which social and cultural experience of a personality is gained and social norms and values are acquired, as well as personal identity is developed. As it is integration into society, socialization simultaneously is both a spontaneous process and also a process that should be managed. Without the process of socialization, a human cannot become a personal-

ity, as the social qualities would not have been acquired. The sociologist K. Hurrelmann describes socialization as "becoming of an individual a member of society…" (Hurrelmann, Ulich, 1991, p. 6). T.Parsons considers the adaptation of an individual in social environment the most important precondition of socialization. Education plays an important role in socialization. It decreases contrasts between family and production. The educational system may select students for implementation of certain roles in future and prepare them for their future independent lives (Parsons, 1951).

Socialization covers all processes of culture, education and upbringing by means of which an individual gains the social nature and ability to participate in the social life. The final result of socialization is a personality. As considers M. Plavniece and D. Shkushkovnika, socialization is the process where an individual acquires the rules of conduct and social roles, through this from an individual transforming to the social individual. "Socialization is a process where an individual acquires knowledge, the models of conduct, the social rules and values and emotions necessary for successful functioning in the existent society" (Pļavniece, Škuškovnika, 2002, pp. 23 - 26).

Socialization of a personality provides for the process right the opposite – **individualization** of the social life. Individualization (Latin – indivisible) is a process of formation of individual's own experience and reflection, characterizing shelf realization of an individual as a subject of their own life processes. The nature of individuality is related to the particularity – the ability to be of its own, independent and self-sufficient. Formation of personality really is a process of individualization of an individual – the process of development of personality, self-determination and aloofness, formation of uniqueness and oneness. An individual that has transformed into the personality is peculiar and this peculiarity actively and creatively finds its expression in the life.

Social development is sophisticated and contradictious phenomena. According to the concept of D.Feldshteins it is permanently repeating antinomy of two sides – socialization and individualization. As considers D.Feldshteins socialization expresses in acquisition by a child rules of mankind cohabitation while individualization – as a permanent discovering oneself as a subject, and as the strengthening (understanding, partition) and formation of the individuality. (Фельдштейн, 1994, pp. 67 - 80). According to the authors of the conception the result of socialization – individualization is "the degree of social maturity of growing individual", i.e. – accumulation of the social as a human characteristic" (Фельдштейн, 1994). D.Feldshteins considers that the conception can be realized only in action. It is in action where the development is taking place as the discovering inner abilities by the child. Socialization is understood as a process where "active acquisition and reproduction of social experience and culture is taking place, as well as formation of individual systems for normative regulation of psychical structures" (Фельдштейн, 1994).

In action the subject makes practical contacts with its environment enriching and changing him. In such a way a personality being both the result of social relations and a subject of it is developing in its own social activities and in the process of this development deliberately and purposefully changing the environment and theirself. Right in purposefully organized action is taking place development of all inner personal structures and self-development of the most essential psychical processes.

An individual is the unique world of culture that by interacting with other personalities – cultures – in this interaction is creating their own and influencing others cultures. One's "I" realization comes through interaction with others. Existence and continuous development of the culture is dependent of openness of an individual to the dialogue and readiness to participate in the dialogue. The culture realizes as the result of self-expression. The worldview, attitudes to things and phenomena of an individual manifest themselves through their action (Kūle, Kūlis, 1996).

Contemporary culture is a *culture of dialogue*, not a monologue. The idea of culture dialogue is considered in-depth by the philosopher V.Biblers. The philosopher points out that a culture by its nature is endowed with energy and strength of the dialogue by virtue of which becomes active any meaning of the culture as well as emerges and develops the personality. As considers the philosopher and linguist M. Bahtin, both existence and further development of cultures is possible only in the dialogue opening new perspectives and edges for improvement of the creative personality. "Only in communication and mutual interaction of individuals both for others and for himself reveals itself "the individual in the individual" (Бахтин, 1979).

The dialogue is a way of organization of cohabitation of all inhabitants on our planet; the dialogue is a spectrum of different ways for communication; the dialogue is balancing the past and

the future in the present that characterizes all transition periods. The dialogue based on the pluralism and partnership, recognition of equality of cultures becomes the basic principle on the mutual cultural impact in the world of globalization. According to R. Alijevs, the dialogue now is both the condition and requirement for development (Alijevs, 2005, p. 72).

The basis for the comprehensive pedagogical methodology of the "culture dialogue" is the concept of M. Bahtin on culture as a dialogue, L. Vygotsky concept on the "inner speech" and regulations of V. Bibler on the "philosophic logic of culture" The aim of this methodology is to form the cognition of an individual as a multicultural world.

In the methodology of the "culture dialogue" the dialogue shows itself in the organization of education forms and the organization of principle of education content. The "culture dialogue" situation is established in such a way as to make a carrier of the particular culture to contact with other cultures and personalities receiving or rejecting features of this culture on the grounds of sociocultural analyses, educational materials and own life experiences. "The dialogue is not just a talking it is activity aimed at discovery and new understanding that promotes acquisition of knowledge as well develops tolerance to other views" (Rubana, 2004, p. 124). In educational methodologies it is important not only foresee the nature of dialogue in educational techniques, but also the nature of dialogue in the students' thinking (ability of formation of the "inner opponent" in itself, imagination itself when defending a point of view of others, formation of the critical thinking).

The implementation of the principle of the dialogue requires not only changes in the content of education subject, but also new organization of it. In such conditions the subject of education has to be organized in such a way as to promote the active participation of persons to be educated, conscientious participation in the process of perceiving education subject and the creative rendering of the content. There the particularly significant role plays group education forms. "The best education unit is the group, not the individual" (Мангейм, 1994). Group activity requires a special organization of educational material that would provide peculiar overlapping of educational work and communication activities. Such forms of activities are the technique of interaction of dialogues, collectively shared activity, group activities, discussions and seminars. From this perspective the main aim of the education is organizational work for interaction within a group, i.e. – inclusion of the personality in the framework of the specific social model.

The author considers that application of group education forms and the method of dialogue in the higher educational establishments will foster the communication and interaction of participants in the education process as well as provide exchange of information, opinions and positions.

The task of the pedagogist in higher education is to educate professionals with the ability to retain flexibility in adaptation to rapid changes in the environment, who are critically thinking, able to understand other people and cooperate, with a continuously growing responsibility for self-education, development and promotion in their careers. Conventional techniques not always reach the established aim. The strict knowledge schemes organized in the framework of disciplines that are given to students by the tutor in the vocational educational institutions have very little common with requirements of labor market and tendencies in development of education systems (Cogburn, 1998).

As a result of discussions with the first year students of the Information Systems Management Institute, LLU, "Turība" conducted during the educational process were established following: low level of results, low level of activity in the education process, insufficient reasoning faculty, inability explicitly formulate thoughts, lack of awareness on the necessity to acquire one or another kind of knowledge. From the other hand the students feel necessity for action through which they could gain knowledge, they understand that without knowledge it is impossible successfully organize their life and manufacturing activity, to think properly and to act properly. The author considers that the aforementioned characteristics can be explained with the lasting application of the conventional education models and passive education techniques at schools. The further application of the conventional education methods at higher education institutions can not be considered as valuable conditions for vocational education and personal development of future specialists. Students engaging in the education process shall not only accumulate the knowledge, but also acquire basics of their future profession. Such tendencies are grounding the necessity for changes in students training and education strategy. In the forefront of education shall come not the functional competences, but cultivation

of such personal characteristics that later will let the person take an active position and determine by itself the path of education, career promotion, as well as promote ability of understanding others and of cooperation. „Today's education aims require choosing the techniques for development the active cognitive processes as well as abilities to evaluate and control oneself, cooperate with others, to be tolerant to the different opinions, to think critically and to make responsible decisions" (Rubana, 2004, p. 49).

The education pyramid of V. Glasser shows that the students education process is the most effective if they are actively interacting one with another (Glasser ,1969).

Therefore shall be actively applied **active education techniques** engaging students in the "proposed conditions" so enforcing everybody's personal participation in what takes place in the class, developing cooperation in the education process and abilities to work independently. The author considers that under such conditions students become the main persons of the process, the emphasis in the education process is moved from the tutor's activity to students' activity in the knowledge acquisition process. The follower of pragmatism ideas J. Dewey had put the particular emphasis on the development of materials on the choice of educational techniques pointing out the necessity of choosing these appropriately to the particular individuals in the particular environment (Dewey, 1974, p. 91).

The author supports the tolerant opinion that innovative active techniques are supplementary to the conventional education models as they are based on the mutual interaction of the tutor and the students, students' cooperation and their dominant of activity in the process of education. All participants in the education process are mutually influencing each other, exchanging information, collectively solving problems, modeling situations, evaluating work of colleagues and behavior of their own. The students are engaged in the real problem solving in the atmosphere of constructive cooperation that is an optimal environment for development of characteristics and skills of the future specialist.

The conventional educational forms also are transforming: a lecture – conference, a presentation of the lecture in the Internet, problem lectures, seminars- discussions, seminars – researches, seminars – projects, professionally orientated practical classes, case studies, group discussions. There are developed innovative education forms by employing methodological and technical educational means such as imitating modeling, business games, acquisition the education program on the Internet online in the dialogue with the tutor, development of the tutor's personal homepage.

The training on the process of acquisition the knowledge, development of thinking abilities and communication shall become determinant. Hence as a priority issue for education is determined application of innovative methodologies that would ensure education of future specialist endowed with organizational and communicational abilities.

Latvia's and other states efforts to integrate in area of social culture and education of Europe and the world had became a significant determinant for the development of socio-political education, at the same time preserving the national particularity. Integration processes are promoting transformation of Europe into the area of multilingual polyethnic culture. One of he most important directions of Latvian culture policy is "Purposefully educate the new consumer of the culture, enforce cultures by involving in the culture processes children and youth and educating them".

The culture of the world and… "today we acknowledge as a minimum existence of two hundred different culture areas and more than four hundred actively developing languages" (Lewis, 2003), the world culture discovers us the great panorama of nations, nationalities and ethnos activity showing differences into culture diversity and particularity of the culture, different ways of satisfaction the people's needs and expression of interests determined by the appropriate system of national and cultural values.

In the program of the world's organization of culture "Cultural heritage and development of tourism" noted that "…the desire to see and learn the particularity of different parts of the world has became one of the pillars of tourisms industry. In the international tourism the culture heritage is stimulating the respect to other cultures and understanding of them thus promoting peace and mutual understanding" (Cultural Heritage and Tourism Development, 2001).

The author has conducted this research with a view objectively assess the knowledge of future hospitality specialists in the polyethnic culture and determine the methods of influence (Kuli a,

2007, pp. 218 - 228). As a basic thesis was proposed an assumption that students are not oriented to providing high quality services in the sphere of hospitality since they have not received adequate notion on work of high qualification specialist with inherent **polyethnic culture** as one constituent parts of it. Researches showed inadequacy of this industry specialists' real level of polyethnic culture according to the need for quality services provided by the hospitality industry. This makes actual a need to search for new ways for cultivation of polyethnic culture of future hospitality specialist in the process of higher education.

Vocational education today are required not only provide professional knowledge and skills but also promote the acquisition of intercultural skills and ways of communication in the polyethnic environment, cultivate respect to the one's own and of other nations culture so reaching high level of service culture. In education of future specialists the particular role plays the service culture as in it similar as in the general culture accumulates sociocultural, intellectual and moral potential of students.

The research allowed the author to determine the regularities of the process of education and the pedagogical preconditions of the development of service culture of a hospitality specialist (see Table 1).

Table 1. **Preconditions of the development of service culture of a hospitality specialist.**

Preconditions	Philosophically pedagogical substantiation in education	Necessity for education	Means of the improvement of the process of educating	Results
Personal development, self-development	The most important task of pedagogical activity- personal development and involvement in the cultural process (Гессен, 1995).	Changes in the impact of the outside world.	Involvement of students in different kinds of activities in order to gain social experience, successful stimulation of students activities (attitudes) in these activities.	Independent personality, which recognizes theirself within the world and changes their image.
Humanitarization of education	„Education in general: development oh human body and spirit that allows it realize all abilities and opportunities (Словарь античности, 1992, p. 406).	Organization of the process of content and form of education according to the human nature, soul and spirit, activation of the entirety of the human inside world. Moral personal development.	Attraction of personality to the treasure of humanitarian culture, moral values of the world, development of a humane notion of the world. Keeping of balance between technical and humanitarian components of education.	A human that is able to realise their individual abilities and intellectual and moral possibilities in this professional field.
Socialisation and individualisation	„becoming of an individual a member of society…" (Hurrelmann, Ulich, 1991, p. 6).	Gaining of social and cultural experience of personality, acquisition of skills, social norms and values, as well as personal identity.	Attraction of personality to the cultural heritage of the whole of humanity, national cultures, acquisition of foreign languages, broadening of mental outlook, knowledge of the history of world.	A unique personality (individual), which can possibly integrate into the social environment and also change it.

Dialogue communica-tion	„Only in communication, in human interaction "a human within a human" can appear to theirself, as well as to others" (Бахтин, 1979, p.294).	Development of notions of students regarding the cultural diversity in the world, promotion of positive perception of national polyethnic characteristics.	Use of the method of group education and dialogue in order to promote the interaction and communication of the members of the study process, as well as exchange of information, viewpoints and attitudes.	Development of personality feasible in multifunctional environment, which possesses high understanding and respect towards cultures of other nations.
Forms of active teaching	„four pillars, which are the basis of: learning how to get acquainted, how to learn to do something, how to live together, how to live in general" (Delors, 2001, p. 255).	Activation of cognition activities of students. Individualization of education. Stimulation of students cognition independence for creative activities.	Teaching of the process of knowledge acquisition, development of thinking skills and communication.	Comprehensively developed personality with high level of professionalism and socially psychological qualities that would solve today's complicated scientifically technical and social problems, personality that possesses organizational and communicative skills.
Direction of education content towards polyethnic culture	„Culture is a system that allows individuals and groups of humans co-operate with the outside world" (Mouls, 2003, p. 129).	Acquisition of cross-cultural skills and kinds of communication in a polyethnic environment, encouragement of respect towards ones own culture and cultures of other nationalities.	The pedagogical task is to acquire the following: knowledge about their national culture, knowledge about polyethnic culture, attitudes with the ability to evaluate different characteristics of cultures of other nationalities, skills and abilities of communication in a polyethnic environment.	Personality, which possesses thinking of large scale, which is able to see theirself not only as a representative of a certain country, but also as a civil inhabitant of the world, perceiving theirself as a carrier of their own and other cultures, and which is aware of their role, importance and responsibility regarding general global processes.

The topicality of pedagogical preconditions for formation of a hospitality specialist's culture of service and its significance in the study process.

The results of questioning of students and lecturers about the pedagogical preconditions of the development of service culture of a future hospitality specialist reflected the opinions of the respondents regarding the development of service culture of a modern hospitality specialist within the study process and determined the topicality and importance of pedagogical preconditions in the study process. The results of the inquiry have been summarized in Table 2.
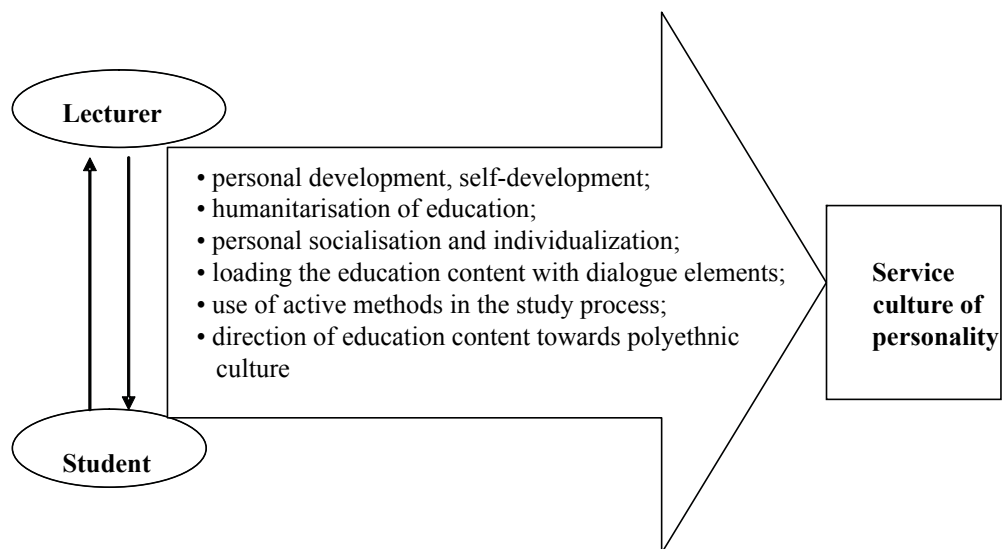
Table 2.   **Students and lecturers about the pedagogical preconditions of the development of service culture of a future hospitality specialist.**

Pedagogical preconditions	Opinion of students, %	Opinion of lecturers, %
personal development, self-development	82	89
humanitarisation of education	64	81
personal socialisation and individualization	91	85
loading the education content with dialogue elements	86	95
use of active methods in the study process	95	96
direction of education content towards polyethnic culture	68	88

Summing up the opinions of students and associated professors concerning the pedagocial preconditions for formation of a hospitality specialist's culture of service, information about more topical and significant preconditions in study process was obtained.

The results revealed the following tendency: according to students and associated professors the following were mentioned as the most important preconditions: 95% of students and 96% of associated professors mentioned the application of active methods within the study process, and 86% of students and 95% of associated professors emphasized the filling of education content with elements of dialogue. The following factors are considered to be important and topical preconditions within the training process of a hospitality specialist: development of personality, self-development, humanitarization of education and directing of education content towards the formation of multi-ethnic culture in the professional training of students. Analyzing the obtained data, a conlusion can be drawn that the opinion of associated professors almost fully corresponds with the opinion of students, indicating the significance of these preconditions.

Considering the positions mentioned before and on the basis of the research of the author, the pedagogical preconditions of the development of service culture of future hospitality specialists were determined, which form a united pedagogical process of education, teaching and development, in which interaction of subject can be observed (see Figure 1).

Figure 1.   **The pedagogical process of the development of service culture of a future hospitality specialist.**

Conclusions

The theoretical analysis of the professional preparation of a hospitality specialist provides the possibility to set as one of the prior aims of higher professional education the development of service culture of future hospitality specialists.

In the result of the theoretical summarizing of the scientific literature, as well as on the basis of the authors research six main preconditions were determined, which in today's environment encourage the development of service culture of students – future hospitality specialists:

- Personal development, self-development
- Humanitarisation of education
- Personal socialisation and individualization
- Loading the education content with dialogue elements
- Use of active methods in the study process
- Direction of education content towards polyethnic culture.

If associated professors will consider the above mentioned preconditions in their reflection concerning the formation of hospitality specialists' culture of service, this will provide a possibility of starting a study process, developing the service culture of a hospitality specialist.

In the results of the research a tendency is observed that both students and associated professors consider the application of active methods (95% students and 96% associated professors) and the application of dialogue elements (86% students and 95% associated professors) significant during the study process.

During the research, the theoretical conclusions were used as the basis for working out of the model of the development of service culture. The model is substantiated by the social demand of society for such a professional hospitality specialist, which would have acquired the basis of service culture.

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