Using the electronic information and educational environment of the university in the training of tourism industry workers

Использование электронной информационно-образовательной среды вуза в профессиональной подготовке работников туристской индустрии

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Abstract

The availability of electronic information and educational environment of an educational institution today is the most important requirement of the Federal state educational standards of higher education in all areas of preparation for the conditions of implementation of educational programs by universities. The purpose of the study is to rationale for use in modern educational process of the University electronic information-educational environment and study of its use in training future employees of the tourism industry. Research methodology: system-structural, competence-based, informational approaches; research methods: theoretical (analysis of normative documents, local acts of the University, experience in implementing the electronic information and educational environment at the University, comparison, synthesis of educational and methodological knowledge on the research problem, the method of analogy, forecasting; empirical (observation, study of educational

Аннотация

Аннотация. Наличие электронной информационно-образовательной среды учебного заведения сегодня выступает важнейшим требованием федеральных государственных образовательных стандартов высшего образования по всем направлениям подготовки к условиям реализации вузами образовательных программ. Цель исследования заключается в обосновании необходимости использования в современном образовательном процессе вуза электронной информационно-образовательной среды и изучении возможностей ее применения в процессе профессиональной подготовки будущих работников туристкой индустрии. Методология исследования: системно-структурный, компетентностный, информационный подходы; методы исследования: теоретические (анализ нормативных документов, локальных актов университета, опыта реализации электронной информационно-образовательной среды в вузе, сравнение, синтез учебно-методических знаний по проблеме исследования, метод аналогии,

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products, description). The research was carried out on the basis of the faculty of service and tourism of the Kuban state University of physical culture, sport and tourism. Results: the necessity of using the modern educational process of higher school of electronic information and educational environment, discloses the functionality and experience of using electronic information-educational environment in the professional training of tourism industry personnel; the structural-functional components and design principles of the electronic information-educational environment of the University; the ways of implementing forms of educational activities with the use of e-learning technologies in the process of training future employees of the tourism industry and their advantages are revealed. Conclusions: the electronic information and educational environment of a University is a set of tools and resources based on information and communication technologies aimed at ensuring the requirements for the implementation of educational activities; in the training of future employees of the tourist industry used the following electronic information-educational environment: electronic library system; e-library of the University; module "qualifying work" on the platform MEGAPRO, Date Express LLC, management system training courses (virtual learning environments); information system "Document of the University"; the software package "Plans"; system "Antiplagiat.VUZ " electronic portfolio and other components; the advantages of using electronic information and educational environment are: the ability to build the educational process with active interaction of all subjects of the educational system; prompt informing of participants of educational activities about changes in the educational process; the ability to form various virtual communities, etc.

Key words: university, educational technologies, electronic information and educational environment, e-learning, distance technologies, students, scientific and pedagogical workers, vocational training of workers in the tourism industry, information and communication technologies.

прогнозирование; эмпирические (наблюдение, изучение продуктов образовательной деятельности, описание). Исследование осуществлено на базе факультета сервиса и туризма ФГБОУ ВО «Кубанский государственный университет физической культуры, спорта и туризма». Результаты: обосновывается необходимость использования в современном образовательном процессе вуза электронной информационно-образовательной среды; раскрыты функциональные возможности и опыт применения электронной информационно-образовательной среды в профессиональной подготовке работников туристской индустрии; представлены структурно-функциональные компоненты и принципы проектирования электронной информационно-образовательной среды вуза; раскрыты способы реализации форм учебной деятельности с применением технологий электронного обучения в процессе подготовки будущих работников туристской индустрии и их преимущества. Выводы: электронная информационно-образовательная среда вуза – совокупность средств, ресурсов, основанных на информационно-коммуникационных технологиях, ориентированных на обеспечение требования по реализации образовательной деятельности; в профессиональной подготовке будущих работников туристской индустрии используются следующие составляющие электронной информационно-образовательной среды: электронные библиотечные системы; электронная библиотека вуза; модуль «квалификационные работы» на платформе АИБС «МегаПро» ООО «Дата Экспресс»; система управления учебными курсами (виртуальная обучающая среда); информационная система «Документооборот ВУЗА»; программный комплекс «Планы»; система «Антиплагиат. ВУЗ» электронное портфолио и иные компоненты; преимуществами применения электронной информационно-образовательной среды являются: возможность построения учебно-воспитательного процесса при активном взаимодействии всех субъектов образовательной системы; оперативное информирование участников образовательной деятельности об изменениях в учебном процессе; возможность формирования различных виртуальных сообществ и др.

Ключевые слова: вуз, образовательные технологии, электронная информационно-образовательная среда, электронное обучение, дистанционные технологии, обучающиеся, научно-педагогические работники, профессиональная подготовка работников туристской индустрии, информационно-коммуникационные технологии.

Introduction

Today, the use of electronic technology has firmly entered the everyday life of almost every person. Modern education is impossible without the Internet and computer technology. Most modern students actively use the Internet and a computer in education. A specialist must learn practically throughout his life in rapidly changing living conditions, rapid information growth. The basic conceptual idea of "education throughout life" necessitated the search for relevant and effective ways of transferring knowledge, skills. The use of the electronic educational environment in the training of future employees opens up new opportunities for continuing education, advanced training and retraining of personnel for any industry, making training more accessible. The main trend in modern education is the active use of information and communication technologies with the crucial role of contact work of scientific and pedagogical workers and students. This provision is enshrined in a number of regulatory documents: Decree of the Government of the Russian Federation of 05.23.2015 N 497 (as amended on 11/22/2017) "On the Federal Target Program for the Development of Education for 2016 - 2020", the Federal Law "On Education in the Russian Federation" of 29.12 .2012 N 273 - Federal Law (as amended and supplemented on 02.12.2019), relevant federal state educational standards of higher education (GEF HE), etc. So, GEF HE 3+, GEF HE 3 ++ for the training program 03/03/02 Tourism states the need to provide each student with individual unlimited access to one or more electronic library systems (electronic libraries) and the electronic information and educational environment of the organization in the process implementation of a professional educational program. In this case, students should be given the opportunity to enter from any access point to the Internet within the territory of the educational organization and beyond (Portal of the Federal State Educational Standards of Higher Education). In general, the presence of the electronic information and educational environment (hereinafter EIEE) of the educational institution today is the most important requirement of the Federal State Educational Standard of Higher Education in all areas of preparation for the conditions for the implementation of educational programs by universities, according to which the information and educational environment is focused on building competencies for students anytime, anywhere stay of the subjects of the educational process with the simultaneous leading role of the contact work of teachers and students.

An analysis of the specialized literature, regulatory documents, and the experience of training future workers in the tourism industry at a university made it possible to identify a contradiction between the existing objective need for the effective implementation of the Federal State Educational Standards for Higher Education in the training program 03.03.02 Tourism and the insufficiently developed content and possibilities of using EIEE in the process of training future workers tourism industry in higher education. The need to resolve the contradiction we have identified has led to the formulation of the research problem, which can be formulated as follows: what are the possibilities of using EIEE in the process of training future workers in the tourism industry in higher education?.

The purpose of the study is to justify the need to use the electronic information and educational environment in the modern educational process of a university and to study the possibilities of its use in the process of training future workers in the tourism industry.

Research Objectives

– disclose the concept and structural components of the electronic informational and educational environment of the university;
– identify the role of the electronic educational information environment of the university in the process of training future workers in the tourism industry;
– determine the conditions for the functioning of the electronic educational information environment of a modern university;
– describe the components of the electronic information and educational environment of the university of physical education in the process of training future workers in the tourism industry;
– disclose ways of implementing forms of educational activity using e-learning technologies in the process of preparing future workers in the tourism industry and the principles of designing an electronic information and educational environment for a university;
– substantiate the benefits of using the electronic information and educational environment in the educational process compared to traditional education.

Material and research methods

To solve the tasks, a set of the following mutually complementary scientific research methods was used:

– Theoretical: analysis of regulatory documents, local acts of the university, experience in implementing the electronic informational and educational environment of other higher educational institutions and the Federal State Budgetary Educational Establishment of Higher Education "Kuban State University of Physical Culture, Sports and Tourism" at the Faculty of Service and Tourism in the area of training 03.03.02 Tourism, comparison synthesis of educational and methodological knowledge on the research problem, analogy method, forecasting;

– empirical: observation, study of educational products, description.

The information and analytical base was made up of the information resources of the Internet and regulatory documents on the research problem. The study was carried out on the basis of the Faculty of Service and Tourism of the Federal State Budget Educational Institution of Higher Education "Kuban State University of Physical Culture, Sports and Tourism".

Research results and discussion

The category "electronic information and educational environment" is a basic component of the current Federal State Educational Standards of Higher Education. EIEE is focused on the formation of competencies among students on the basis of the Federal State Educational Standard of Higher Education at any time and any place of stay of subjects of the educational process. The meanings of the definitions that are most common in the context of the use of EIEE within the educational institution were considered.

EIEE in the most general sense is understood as an integrative set of instrumental mechanisms, means, resources based on information and communication technologies that provide requirements for the implementation of educational activities (Serafimovich, Konkova & Raikhlina, 2019).

The evolution of views on the problem of using EIEE in the educational process is due to historical transformations in society and directly to the informatization of education. Since 2000,

issues of distance education have been updated, which provides a range of educational services to the population based on a specialized information educational environment, based on distance learning information exchange tools (case technologies, satellite television, network technologies). A number of studies (M.Yu. Bukharkin, O.I. Vaganova, P.V. Vedeneev, A.E. Zavarikhin, T.N. Kazarina, V.A. Krasilnikova, E.S. Polat, O.V. Kuznetsova, A.A. Khutorskoy, etc.) pointed out that the educational environment of distance learning is focused on providing opportunities for students to master the educational program in full. Analytical studies appeared that reflected the pros and cons of introducing distance learning technologies into the educational process (Kuznetsova, 2015). Despite the ambiguous views of teachers on the problem of distance education, the demands of the times and the widespread informatization of society were facilitating factors for the further introduction of electronic information and educational environment in the educational process. The issues of using EIEE in the educational activities of the higher school have become the subject of active pedagogical discourse of the last five years. This is due, above all, to the requirement of the last generation of federal state educational standards of higher education (FSES HE 3+, FSES HE 3 ++) to implement a professional educational program to provide each student with individual unlimited access to electronic library systems, as well as electronic information educational environment of the organization at any time. There are many works devoted to the problem of designing the educational information environment of an institution (N.S. Anofrikova, D.S. Vasilina, G.A. Vorobiev, S.V. Gorbatov, A.M. Galimov, S.V. Gorbatov, E.V. Kudrina, L.F. Naseikina, G.Yu. Nurieva, E.G. Skibitsky, R.R. Khadiullina, D.M. Yulanova and others).

L.F. Naseikina substantiates the idea of using the educational information environment by expanding the use of electronic educational publications and resources in the university's educational process (Naseikina, 2011). E.G. Skibitsky considers the availability of educational resources containing educational information of a didactic, methodological, reference, regulatory, organizational and other format as the main criterion for the educational information environment of an educational institution. This information is used in the process of effective management of pedagogical activity, both in school and in extracurricular time (Skibitsky). G.A. Vorobyov includes the following modules in the electronic educational

environment of an innovative university: LMS Moodle; virtual media library with multimedia courses for various disciplines; virtual music library with authentic audio materials in the languages studied; virtual video library (Vorobiev, 2013).

R.R. Khadiullina and A.M. Galimov formulated the following definition of the educational information environment of the university: "... is a specially organized space of the educational institution, which is focused on providing educational, cognitive, social, communicative and training-competitive activities of student athletes with the active interaction of all subjects of the educational process and optimal use traditional and distance forms, methods and teaching aids" (Khadiullina & Galimov, 2019). Scientists have identified the structural components of EIEE, which include the traditional information environment (library fund, textbooks, manuals, etc.), social and communicative environment (contact communication of educational subjects), training and competitive environment (participation in sports camps, competitions, etc.) (Khadiullina & Galimov, 2019).

An analysis of these studies leads to the fundamental conclusion that scientists focus on the information and communication component of the educational environment, since information and communication knowledge flows in the current conditions for the provision of educational services constitute the quintessence of the interaction of the "human-educational environment" system.

Studying the experience of introducing EIEE into the educational process of a university, we'll point out the main factor in designing a university's educational space using e-learning and distance learning technologies, that is, granting each educational institution the right to create its own electronic information and educational environment based on a public information space with a focus on requests time (Naseikina, 2011; Gorbatov, Dobudko, Dobudko & Pugach, 2017). Within the framework of EIEE, electronic and blended learning is implemented (Serafimovich, Konkova & Raikhlina, 2019).

In e-learning, the interaction of subjects of the educational space occurs through the use of information from accessible databases, its processing using information technologies, technical means, information and telecommunication networks, through which information is transmitted and the subjects of the educational space are connected.

Blended learning involves a combination of traditional forms of classroom work and elements of e-learning with the use of special information technologies (computer graphics, presentations, video lectures and video reports, interactive elements, etc.) (Vaganova & Vaganov, 2017). The educational process of blended learning in practice involves the alternation of phases of traditional and e-learning. The experience of using blended learning technology allowed us to identify the main ideological concepts of blended learning:

– the predominance of the goal, and not the means of presentation and delivery of learning outcomes;
– rational self-organization of the educational process by students (the ability to monitor their results, the timing of their completion);
– the ability to bring new knowledge into learning and existing knowledge;
– maintaining personal learning styles;
– the possibility of competition for the best academic achievements.

The electronic information and educational environment should be implemented in accordance with the legislation of the Russian Federation, and also allows participants in the learning process (Vaganova & Vaganov, 2017; Anofrikova & Kudrina, 2016):

– get free access to curricula, work programs of disciplines, practices, publications of electronic library systems and resources of the information and communication network "Internet" specified in work programs;
– get information on the course of the educational process, the results of interim certification, the results of mastering the main educational program;
– conduct all types of classes, procedures for assessing learning outcomes, involving the use of e-learning and distance learning technologies;
– present to students the personal achievements of educational activities in an electronic portfolio containing the results of educational, scientific, social, sports activities, reviews and evaluations of these works, and other information;
– to carry out synchronous and (or) asynchronous interaction via the Internet.

The functioning of the EIEE is provided by three resources: firstly, by means of information and

communication technologies, secondly, by the professional qualifications of the employees of the corresponding structural unit of the university who serve it, thirdly, by the availability of the necessary knowledge, skills and abilities for the subjects of the educational process to use it in educational activities.

In the most common sense, the users of EIEE are all subjects of the educational process of the university, namely applicants studying (bachelors, masters, graduate students), scientific and pedagogical workers, employees of various departments of the educational institution, students of continuing education courses and professional retraining. EIEE provides the following opportunities for students: access to the electronic library environment of the university and electronic educational resources when writing term papers, final qualification works, essays, preparing individual assignments and reports, etc .; personal and collective communication with the teacher and among themselves; receiving and completing tasks; monitoring knowledge control; access to timetables, curricula, work programs; public presentation of individual achievements in the form of an electronic portfolio.

The spread of information technology in education also places high demands on the competence of educators themselves in the field of digitalization (Dylkov, 2019; Belim, Larionov & Rakitsky, 2016; Vaganova, 2019). The possibilities of EIEE for scientific and pedagogical personnel consist in placing general information on the discipline / practice; teaching materials on readable disciplines (topics of essays, reports, individual assignments, glossary, recommended literature, tasks, etc.), practical exercises, video materials; information on the timing of verification and assessment of students' knowledge; individual and group communication opportunities with other teachers and students; conducting surveys, questioning of students and teachers; viewing information on conferences, class schedules, individual workload, work programs of disciplines, curricula; access to the Electronic library system and electronic educational resources; advanced training and professional retraining.

The functioning of the EIEE of the Federal State Budgetary Educational Institution "Kuban State University of Physical Culture, Sports and Tourism" is regulated by a number of local documents of the university (Regulation on the electronic educational information environment of the Federal State Budgetary Educational

Institution "Kuban State University of Physical Culture, Sports and Tourism"; Regulation on the formation of the electronic portfolio of the student of the Federal State Budgetary Educational Institution of Higher Education "Kuban State University of Physical Culture, Sports and Tourism"). Methodological support, clarification and advice on the use of EIEE is provided by the University's Information Technology Center, which is responsible for supporting EIEE elements. Currently, the EIEE FSBEI HE "Kuban State University of Physical Culture, Sports and Tourism" includes the following components (https://kgufkst.ru/elektronnaya-informatsionno-obrazovatelnaya-sreda/).

- external electronic library systems (ELS);
- electronic library Kuban State University of Physical Culture, Sports and Tourism;
- module "qualification work" on the platform AIBS "MegaPro" LLC "Date Express";
- training management system (virtual learning environment);
- information system "Documentation of the university";
- software package "Plans";
- System "Anti-plagiarism. University ";
- The local area network of the university and e-mail;
- The official website of the university (http://www.kgufkst.ru);
- reference and legal system "Consultant Plus";
- electronic portfolio;
- 1C: University;
- other components of the organization of the educational process.

For students, the most important section is the "Electronic Portfolio" section. According to the Regulation on the formation of the student's electronic portfolio (https://kgufkst.ru/sveden/files/2._Pologhenie_elektronnoe_portfolio(1).pdf), the main goal of the portfolio is to accumulate and preserve documentary evidence of the student's achievements in the process of learning at the university. It is focused on the development of motivation for educational achievements, self-education during the formation of professional competencies, and increasing competitiveness in the labor market. An electronic portfolio consists of two parts: general data and basic information (educational activities, research activities, sports achievements, extracurricular activities, additional information). A sample of its filling is considered on the example of training future

workers in the tourism industry under the program 03.03.02 Tourism. The section "General Information" includes the name, date of birth, year of admission to the university, specialization, profile, faculty, department, group, start and end dates, e-mail, phone. The "Basic Information" section includes the student's achievements in various areas, which are reflected in six subsections. The subsection "Educational Activities" contains all the educational achievements based on the results of mastering the educational program. The subsection "Research activities" includes scientific works, participation in scientific events, grant and scholarship programs, publications, project activities, awards. The subsection "Sports Achievements" reflects the sport, sports rank, sports achievements and participation in competitions. Social events, participation in the work of student self-government bodies, the student union committee, the pedagogical team, in the activities of public organizations and the volunteer center are reflected in the "Extra-curricular activities" subsection. The subsection "Additional Information" reflects information on labor activity at enterprises of the tourist industry or in another field, training in additional programs, obtaining another higher education, etc.

Copies of supporting documents are uploaded to the portfolio in pdf format: results of practices (reports on passing all types of practices, characteristics), awards (thanks, diplomas, diplomas, medals, badges, awards, scholarships); certificates of participants in events of various levels, reviews on term papers and competitive works, reviews, publications, letters of recommendation and other documents. The portfolio is replenished as new information arrives, as a rule, once a semester and is stored in the electronic information and educational base of the university for the entire period of study.

The information contained in the portfolio is the basis for assigning scholarships to students.

The group's curator and dean's staff perform an informational and advisory function when students enroll in a portfolio and may also request additional supporting information. The most important component of the EIEE "Kuban State University of Physical Culture, Sports and Tourism" under the training program 03.03.02 Tourism is the e-learning technology based on the Moodle distance learning platform. According to G.A. Vorobiev, the creators of Moodle presented the most optimal solution for the needs of the university (Vorobiev, 2013). Moodle (Modular Object-Oriented Dynamic Learning Environment (in English - modular object-oriented dynamic learning environment) is a development environment for the development of individual online courses and educational websites. It provides modern software with great opportunities for providing distance learning (possible options for the provision of educational material, information, knowledge control).It is considered as an innovative form of educational activity in the online mode (distance learning) from anywhere (any computer, modern mobile device with access to the World Wide Web) with the Internet (Belim, Larionov & Rakitsky, 2016; Vasilina, Nurieva & Yulanova, 2017). The "openness" of the program allows Moodle to be subjected to the desired changes, adapting it to the specifics of a particular educational program, as well as if desired demand to embed new modules into it (Vorobiev, 2013).

According to the training program 03/03/02 Tourism, the following methods of implementing forms of educational activities using e-learning technologies based on the distance learning platform Moodle were introduced into the educational process by scientific and pedagogical workers (table 1).

Table 1.
Methods of implementing forms of educational activity using e-learning technologies according to the training program 03.03.02 Tourism

Ways to implement forms of learning activities using e-learning technologies	
Formofeducationalactivity	ELearningTechnologies
Lecture	Video lecture, instructional videos, webinar, interactive or online presentation
Seminar (practical) lesson	Seminar, forum, virtualworkshops
Test	Test, individualtask

Independentwork	Test, assignment, glossary, for students working together - database, discussion on the forum
Practice	Forum, posts
Coursework	Forum, posts
Qualificationwork	Forum, posts

Based on the development of scientists on the issue (Kuznetsova, 2015; Dylkov, 2019;Vaganova, Bakharev, Kulagina, Lapshova & Kirillova, 2020), we outline the principles of designing the EIEE of an educational institution.

1. The principle of manufacturability, which refers to the possibility of organizing a more effective learning process using modern software and hardware that allows more visualization of educational information, giving it dynamism, expressiveness, actively involving each student in the educational process.
2. The principle of accessibility and openness of learning allows you to continuously study remotely, use training material (tasks, schedule, general information, individual information about academic performance, results of intermediate certification, etc.) from anywhere in the network, as well as throughout life.
3. The principle of motivational support for the learning process and self-development, focused on satisfying the active cognitive interest of students, their personal development. The task of the EIEE is to develop the ability of both scientific and pedagogical staff to dynamically use innovative opportunities to achieve educational goals in the context of educational programs.
4. The principle of individuality, which involves taking into account the individual characteristics of students, their level of knowledge and the ability of students to complete individual tasks. At the same time, each student can independently determine for himself the pace of training, the deadlines for completing tasks, the ability to adjust grades and the creative nature of the tasks. The implementation of the principle of individuality contributes to the discovery of new opportunities for creative self-expression of each student.
5. The principle of variability complements the principle of individuality, allowing students to independently choose their personal educational trajectory.
6. The principle of gradually expanding the scope of students 'independence and reducing the share of pedagogical management is focused on stimulating the intensity of students' independent work, their responsibility and initiative.
7. The principle of adaptability when educational material is presented taking into account the course, direction of training and discipline. At the same time, this material can be used by students both in the study of other disciplines, and in practical professional activities in the future.
8. The principle of efficiency involves a significant reduction in the time to search and transmit information and receive feedback. It also allows you to reduce the time for business trips, travel, which is especially important for students by correspondence courses.
9. The principle of flexibility that allows each educational institution to create its own electronic information and educational environment, as well as the ability to subject the EIEE to the desired changes, adapting it to the specifics of a particular educational project through the ability to integrate new modules into it.
10. The principle of a single communicative space, when the subjects of the educational process have the opportunity to communicate in one information language.
11. The principle of active communication, which involves the easy creation of various virtual communities in accordance with educational interests (teachers' councils, practice leaders, course or graduate qualification work leaders, etc.), which allows you to own relevant information, communicate with each other, discuss problems, contribute personal contribution to solving common problems, share experiences.

Own experience in training workers in the tourism industry has made it possible to formulate the following advantages of using EIEE in the educational process compared to traditional education:

– the ability to build the educational process with the active interaction of all subjects of the educational system;

– providing brighter, more complete, dynamic and visual information on readable disciplines through high-speed Internet access, which saturates the educational process with multimedia technologies, sound, video materials, making the courses significantly interesting and rich;

– the possibility of distance learning at any time of the day and almost anywhere in the area with a computer and the Internet (remote access to electronic library, information resources of the educational institution, current information on the organization of the educational process), which helps to improve the quality of education and the intensification of scientific research activities;

– prompt informing all participants of educational activities about changes in the educational process; prompt and visual provision of teaching materials to students by scientific and pedagogical staff;

– a facilitated way of organizing the educational process, both for recipients of educational services and for performers, a simpler and more productive way of interaction in the "teacher-student" system;

– The optimal mechanism for the rational use of time due to the ability to always be in touch with the teacher and students, which allows to some extent reduce the cost of travel, accommodation, etc .;

– Promoting the development of personal qualities among students - organization, independence, discipline, responsibility, creative expression;

– the ability to study the training material during the entire training period as necessary, which can guarantee deeper residual knowledge;

– the possibility of forming various virtual communities (community of scientific and pedagogical personnel of the faculty, group curators, practice leaders, graduate qualification managers, etc.) that allow discussing current problems, exchanges information, experience, etc.

In general, the process of designing the EIEE of an educational institution belongs to an innovative type of activity, focused on the intensification of all areas of educational work at a university.

Findings

The conducted research allowed us to formulate the following fundamental conclusions:

1. The electronic information and educational environment of the university is an integrative mechanism of means, resources based on information and communication technologies, focused on providing requirements for the implementation of educational activities. Its main structural components are electronic information resources, electronic educational resources, a combination of information and telecommunication technologies, and relevant technological means.

2. EIEE is focused on the intensification of all areas of educational activity of a modern university, having the potential to have a positive impact on all areas of the educational process. The main functionality of EIEE is the effective, rational, operational establishment and implementation of diverse and multilevel relations, connections, paths and transitions between participants in educational activities.

3. In the process of training future workers in the tourism industry on the basis of the university, scientific and pedagogical workers in the educational process use the following EIEE components: external electronic library systems (ELS); university electronic library; module "qualification work" on the platform AIBS "MegaPro" LLC "Date Express"; course management system (virtual learning environment); information system "Documentation of the university"; software package "Plans"; Anti-plagiarism system. University "; University local area network and e-mail; official website of the university; electronic portfolio; 1C: University and other components. The functioning of the university's EIEE is regulated by local acts.

4. The ways of implementing the forms of educational activities for the training program 03.03.02 Tourism using e-learning technologies were video lectures, educational videos, webinars, interactive or online presentations, forums, virtual workshops, tests, individual assignments, messages; the principles of designing the EIEE of an educational institution - the principles of manufacturability, accessibility, a single communicative space, active communication, etc.

5. The advantages of using the electronic information and educational environment in the educational process compared to traditional education are: the ability to build the educational process with the active interaction of all subjects of the educational system; providing more vivid, complete,

dynamic and visual information on readable disciplines; the possibility of distance learning at any time of the day and almost anywhere in the area with a computer and the Internet; prompt informing all participants of educational activities about changes in the educational process; prompt and visual provision of teaching materials to students by scientific and pedagogical staff; lightweight way to organize the educational process; optimal mechanism for rational use of time; promoting the development of personal qualities of students (organization, independence, discipline, responsibility, creative expression); the opportunity to study educational material during the entire training period, as necessary; the possibility of forming various virtual communities.

Conclusions

The functional capabilities and experience of using the electronic information and educational environment in the training of future workers in the tourism industry at the university are disclosed; structural and functional components are presented and the principles of designing the electronic information and educational environment of the university are determined. The role of interaction between the subjects of the educational space in the direction of improving the educational process of training workers in the tourism industry and the prospects for the further development of the electronic educational environment are described. EIEE has enormous potential in the development of modern education, being a promising direction for its improvement in accordance with the needs of the time. Among the perspectives, it seems possible to further formulate the regulatory framework and EIEE standards, improve the material and technical base of the educational institution, introduce and test various models of electronic distance learning, improve the skills of scientific and pedagogical workers in the direction of mastering e-learning technologies, provide advisory assistance to scientific and pedagogical workers using in the educational process EIEE university. We share the point of view of H. Serin, who considers "virtual reality an important innovation for future educational environments" (Serin, 2020)

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