



Chapter 85

Professional Training in Tourism for the Fourth Industrial Revolution

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ABSTRACT

At present, the World Tourism Organization indicates that, as a worldwide export category, tourism occupies the third position, behind chemical and fuel products and ahead of the automotive industry. In many developing countries, tourism is the main export sector. Therefore, the purpose of this chapter is to propose an approach to the training of tourism professionals for the fourth industrial revolution, so this chapter proposes an approach to educational competencies in the training of tourism professionals for Industry 4.0 with a focus in sustainable development; initially, the subject of educational competencies in higher education will be described, since derived from these, professional competencies are achieved. Next, the exploration of the concepts of intellectual capital, tourism, and the fourth industrial revolution will be shown; to conclude the authors show the relation of the thematic axes.

INTRODUCTION

The evolution and diversification of tourism, as well as the advancement of science, information and communication technologies, the digitalization of industrial processes, the optimization of resources focused on the effectiveness of commercial methods; They have transformed the processes, methods, and in general the way of conducting business. Tourism as the third position of export category worldwide, requires the development of concepts and theories with an educational management approach for

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the training of professionals in the tourism sector based on knowledge management, educational and professional skills, intellectual capital and the interaction of the tourist industrial activity in the context of the fourth industrial revolution.

The assertive use of resources oriented to the formation, production, adaptation and evaluation of new knowledge are a factor of competitive advantage; Human capital based on its competencies and capabilities as an intangible resource of an organization has developed its importance until it becomes the main generator of value. At present, knowledge is a key element in the creation and generation of competitiveness and heritage in organizations. In this environment, the thematic axes of this chapter are established in the conceptual confluence of professional competences and intellectual capital within the framework of the fourth industrial revolution in the professional activity in tourism.

In order to specify the themes of the chapter, it is necessary to base the perceptions of educational competences in higher education and intellectual capital; to frame them in the training of tourism professionals with a focus on sustainable development. As the tourism industry evolves, it tends to the effects of globalization and innovation of tourism products; In addition, these changes have an impact on the human capital of the industrial sector and the fourth fourth revolution. Therefore, the thematic axes of the section are introduced, with the contributions of educational competences, professional competences, intellectual capital, tourism; framed in industry 4.0.

EDUCATIONAL COMPETENCE IN HIGHER EDUCATION

First, the concept of educational competencies will be addressed; Due to the polysemic nature of the word “competence”, this content describes the concept - Expertise, aptitude, suitability to do something or intervene in a specific matter. Because the Royal Spanish Academy (2018), considers different meanings for the word in question.

competition¹

From lat. *competentia*; cf. to compete.

1. f. Dispute or contest between two or more people about something.
2. f. Opposition or rivalry between two or more people who aspire to obtain the same thing.
3. f. Situation of companies that compete in a market offering or demanding the same product or service.
4. f. Rival person or group The competition has been passed.
5. f. Am. Sports competition.

competition²

From lat. *competentia*; cf. competent.

1. f. incumbency.
2. f. Expertise, aptitude or suitability to do something or intervene in a specific matter.
3. f. Legal scope of powers that correspond to a public entity or to a judicial or administrative authority.

Next, a review of the conceptual contributions of the topic educational competences; defined by various authors.

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