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## HOTEL AND RESTAURANT EDUCATION THROUGH THE PRISM OF GLOBALISATION PROCESSES

### ГОТЕЛЬНО-РЕСТОРАННА ОСВІТА КРИЗЬ ПРИЗМУ ГЛОБАЛІЗАЦІЙНИХ ПРОЦЕСІВ

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**Анотація.** Стаття присвячена аналізу ролі готельно-ресторанної освіти в умовах глобалізаційних процесів. Розглядаються нові вимоги до підготовки фахівців індустрії гостинності, які поєднують міжнародні стандарти сервісу, менеджменту та харчових технологій зі збереженням локальної культурної автентичності. Особлива увага приділяється інноваційним підходам у навчанні, включаючи цифровізацію, мультикультурну компетентність, підготовку до кризових ситуацій та інтеграцію науки й практики. Стаття підкреслює необхідність формування мобільних, креативних та стійких до викликів професіоналів, здатних працювати в умовах глобального ринку праці, зберігаючи при цьому національну унікальність. На основі аналізу сучасних освітніх практик, зокрема досвіду Університету Падерборна та підходу Culinology, пропонуються шляхи вдосконалення підготовки фахівців для забезпечення конкурентоспроможності та сталого розвитку індустрії гостинності.

**Ключові слова:** індустрія гостинності, інноваційні методики, міжнародні стандарти, мультикультурна компетентність, цифровізація, сталий розвиток, національна автентичність, мобільність фахівців, інтеграція науки і практики, кулінологія.

### Introduction

The hospitality industry today is one of the most dynamic segments of the global economy. It determines a country's competitiveness, shapes its international image, promotes the development of tourism potential, and ensures effective intercultural dialogue. Under these conditions, hotel and restaurant education emerges not only as a field of professional training but also as a strategic factor in the country's integration into the global space. It prepares specialists who, on the one hand, represent national



culture in the international environment and, on the other, meet the demands of a highly competitive labor market.

Globalization processes that encompass economic, social, and cultural spheres set new guidelines for the training of future professionals in the hospitality industry. This involves the need to unify international standards of service, food technologies, and modern forms of service organization, while simultaneously preserving authenticity, cultural identity, and unique traditions that make a country attractive to tourists.

Hospitality education must evolve on the basis of an anticipatory approach: it should develop competencies that not only meet current market demands but also take into account long-term trends – digitalization, sustainable development, multicultural interaction, and readiness to act under crisis conditions. In this context, innovative teaching methodologies, international partnerships between higher education institutions, as well as the integration of science, practice, and business environments gain particular importance.

Thus, hotel and restaurant education in the context of globalization appears as a holistic system that combines global standards with national uniqueness. It shapes a new type of professional – mobile, creative, innovative, and resilient to the challenges of the modern world, capable of driving qualitative changes in the industry and society at large.

### **Presentation of the main material**

Hotel and restaurant education under globalization processes acquires special significance, as it is precisely this field that shapes professionals who become the face of national economy and culture in the global arena. Globalization not only entails the unification of service standards and higher quality requirements but also creates new models of mobility, multicultural interactions, and digital integration. Accordingly, educational institutions that train future professionals in hospitality must respond proactively to changes – anticipating trends rather than merely catching up with them.

The relevance of this issue is also due to the fact that the hospitality industry is one of the most sensitive to global crises – economic, social, cultural, and military. One of the key tasks of modern education in hotel and restaurant business is to ensure that



training corresponds to the requirements of the international labor market. In a globalized world, there is a growing demand for mobile professionals who can work in different countries, interact effectively in multicultural teams, and serve clients of diverse nationalities.

This requires the integration of international standards of service, management, and food technologies into curricula. At the same time, it is important not to limit training to local traditions but to form competencies recognized at the global level. These include proficiency in foreign languages, skills for working in multicultural environments, and the ability to adapt international norms and practices to specific professional situations. In this context, universities that implement double-degree programs, international internships, and joint educational projects with foreign partners play a crucial role, as such initiatives enhance the competitiveness of future professionals in the global market.

Summarizing the achievements of foreign scholars, it can be concluded that developed countries focus their efforts on optimizing technologies and implementing pedagogical innovations in the training of hospitality professionals. In contrast, developing countries mainly face challenges related to infrastructural limitations and the digital divide. According to H. Ayuba (2024), the key areas for developing professional competencies include increasing learning flexibility, fostering digital literacy, and integrating modern technologies such as artificial intelligence and the Internet of Things into the educational environment [1].

The integration of international standards into hotel and restaurant education implies not only the formal alignment of curricula with accreditation requirements but also a deep adaptation of practices that shape a global service culture. This applies both to management systems and to direct client interaction. Today, the introduction of HACCP standards in food safety, protocols for handling allergenic and vegan products, and international recommendations for inclusive service are becoming integral components of the educational process.

At the same time, simulation-based and practice-oriented exercises are gaining greater importance, as they allow students to reproduce market situations across



different regions – from Europe to Asia – where cultural expectations of clients differ significantly. Such approaches contribute to developing flexibility, intercultural competence, and readiness to act effectively in diverse professional environments.

Digitalization and innovative technologies are becoming fundamental components of updated hospitality education programs. It is now impossible to imagine quality training without mastering hotel and restaurant management information systems, CRM platforms, or mobile applications for organizing and ordering services. Moreover, digitalization goes far beyond technical skills in using software. It involves the formation of a comprehensive digital culture, which includes understanding cybersecurity principles, the ability to work with large datasets on customer behavior, and the use of analytical tools for demand forecasting and service process optimization.

A noteworthy example in this context is the experience of the University of Applied Sciences in Business, Paderborn, where design-oriented research and the practice of using serious games are actively implemented. These innovative approaches combine digital learning environments with the development of practical competencies, enabling students to simultaneously master modern management tools and acquire skills in strategic thinking, decision-making, and adaptation to the dynamic conditions of the hospitality industry [2].

Partial implementation of these trends can also be observed in Ukraine, as illustrated by the activities of Poltava State Agrarian University. The Department of Food Technologies actively integrates modern digital solutions into the educational process, including the Servio software suite (Servio POS, Servio HMC) [3]. This product provides comprehensive automation of hotel and restaurant business management: from room administration and booking to maintaining client databases, creating price lists, applying special tariffs, working with contractors, generating interactive QR menus, and synchronizing with accounting software.

In modern academic discourse, increasing attention is being paid to the impact of globalization on educational practices, particularly in the formation of food culture. This involves not only educating students about the principles of a balanced diet but also creating systemic conditions that support healthy eating habits among young



people within the university environment [4, 5]. According to Professor A. Buyke (2025), the promotion of healthy eating and educational activities should be integrated into the learning environment and extend beyond the individual responsibility of students. This means the focus should not only be on personal effort but also on creating systemic conditions that encourage healthy choices in daily life. Such measures include providing access to quality and balanced nutrition in educational institutions, developing strategies for supporting sustainable eating practices, and labeling products with attention to nutritional value, sustainability, and ethical production. Essentially, the scholar suggests viewing the formation of young people's eating habits as the result of interaction between the educational and social environments, influenced by societal and political factors [5].

In hotel and restaurant education, combining professional training with the formation of responsible food culture is gaining special importance. Integrating topics such as sustainable menus, ethical consumption, and the use of local products into the learning process contributes to the development of competencies that merge culinary expertise, environmental awareness, healthy eating orientation, and consideration of cultural and ethical aspects. Practical educational initiatives are an important element of this approach, as they ensure the combination of theoretical knowledge with real gastronomic experience. Educational-production projects allow students to test innovative solutions in conditions close to professional practice.

An example of such an initiative is the «Loving Hut» educational-production laboratory at Poltava State Agrarian University [6]. This platform integrates modern gastronomic trends with the preservation of national culinary heritage. The laboratory adapts traditional Ukrainian recipes to global sustainable nutrition standards, implements zero-waste principles, explores alternative protein sources (such as plant-based proteins and fermentation products), and develops recipes for balanced diets.

The implementation of an activity-based approach promotes the formation of a culture of responsible consumption, which includes conscious product choice, food waste reduction, environmental responsibility, and the promotion of practices aimed at health and well-being. Student participation in workshops, practical classes, and



laboratory projects prepares a new generation of professionals capable of combining professional skills with responsibility for the environmental and social consequences of their activities. For example, students develop menus from local seasonal products, create low-waste dishes, and participate in outreach events that promote sustainable nutrition principles in the community.

The development of cross-cutting professional competencies becomes particularly significant in the context of globalization of the hospitality industry, where multiculturalism emerges both as a challenge and as a valuable resource for professional growth. For future professionals, multicultural competence includes not only foreign language proficiency but also a deep understanding of cultural codes, etiquette norms, behavior models, and the expectations of clients from different countries. This necessitates the inclusion of specialized courses in intercultural communication, organization of workshops with international experts, and the implementation of simulation exercises that reproduce service situations with consideration of clients' cultural specifics.

The combination of theoretical preparation and practical immersion in a multicultural context creates the foundation for HoReCa specialists to adapt easily to the global labor market, enabling them to interact effectively with representatives of diverse cultural environments and implement innovative solutions that take cultural diversity into account.

An important component of modern education is internships and systematic professional development of educators, since their professional readiness determines the success of implementing innovative approaches in the learning process. Practical experience shows that effective forms of such training include workshops and professional development programs aimed at improving skills in intercultural communication and teaching in English. This contributes to ensuring the sustainability and effectiveness of the internationalization of educational programs. At the same time, innovative educational practices are being integrated into the content of learning, enhancing its relevance and adaptability to the modern requirements of the global HoReCa market.



The integration of advanced educational models that combine practical skills with a scientific approach significantly increases the value of educational initiatives in the hotel and restaurant sphere. An interesting example for adaptation in domestic education is the concept of *Culinology*, which synthesizes culinary art and food science and is developing in the USA under the auspices of the Research Chefs Association [7]. Foreign researchers Cheng et al. (2016) note that the Bachelor of Science in Culinology program not only shapes key competencies that meet labor market demands but also significantly increases graduates' readiness for practical activities in the industry [8]. Earlier, Cheng et al. (2011) identified Culinology as an autonomous academic discipline that combines two traditional fields, opening new opportunities for professional training. This approach forms a new type of specialist capable of thinking both as a chef and as a scientific researcher. Such educational models convincingly demonstrate that hotel and restaurant education should not be limited only to the service sphere: its potential lies in the integration of science, innovation, and research practices, which makes it possible to prepare specialists ready for the challenges of the modern HoReCa industry [9].

For students, this opens access to modern food technology laboratories, the opportunity to directly familiarize themselves with product development processes, and participation in joint research projects with business representatives. In the domestic context, the implementation of such programs can contribute to the development of cross-disciplinary competencies, the strengthening of the innovative potential of Ukraine's hospitality industry, and its integration into the global scientific and practical space.

In this context, the University of Paderborn offers another illustrative direction of educational development – a multi-level approach that covers individual, organizational, and institutional levels. This means that the transformation of learning occurs not only through updating educational programs but also through the formation of a new educational culture as a whole. It involves the creation of learning environments in which students learn to independently formulate their own competency profiles, develop innovative solutions, and participate in the transfer of



innovations from experimental platforms into the wider educational field.

A key role in this process is played by so-called transfer innovations: each new methodology or educational approach is not limited to the framework of a pilot project but is integrated into systemic practice, ensuring the sustainability and scalability of positive changes. This approach provides not only flexibility and adaptability of educational processes but also creates conditions for the formation of an innovative ecosystem capable of responding to the challenges of the globalized market and the needs of the hospitality industry.

The war in Ukraine exposed the weaknesses of traditional educational models, highlighting their limited ability to respond to crisis challenges. Under these conditions, hotel and restaurant education faced a dual task: to ensure the continuity of the educational process and at the same time prepare students for professional activity in an unstable and high-risk environment. This emphasizes the need to reorient educational practices towards *resilience-based education*, which involves developing students' ability for resilience, crisis management, adaptability, and effective activity under resource scarcity and uncertainty.

The conceptual basis of the transformation of hotel and restaurant education is the paradigm of *experiential learning*, which emphasizes acquiring knowledge through practical experience and engaging students in modeling real or close-to-real situations. In this context, *crisis pedagogy* becomes an important tool, integrating simulation training and scenario exercises to practice response skills in emergencies: from the rapid restructuring of business processes to organizing the evacuation of staff and guests or ensuring basic services under unusual and extreme conditions. Such educational models not only deepen the acquisition of theoretical knowledge but also form in future specialists flexible thinking, the ability to make quick decisions, work in teams, and adapt to unpredictable circumstances. At the same time, the experience gained has long-term value, as it remains relevant even in peacetime, when modern hospitality business requires high adaptability, innovation, and resilience to external risks.

Modern research shows that non-traditional educational practices are increasingly





considered an effective resource that enhances the quality of training future specialists, making it deeper and maximally close to real professional challenges. Among such approaches, learning through crisis situations holds particular value, where students consciously analyze mistaken strategies, study their consequences, and develop decision-making algorithms under complex conditions. Effective innovations in this direction include the creation of so-called “living laboratories” of client behavior, where students experiment with menus, atmosphere, and service innovations, receiving direct feedback. At the same time, the practice of “silent mentoring,” in which experienced professionals delicately correct students’ actions, contributes to the development of independent thinking skills and professional autonomy.

In modern academic discourse, considerable attention is devoted to the development of soft skills, which are critically important for preparing specialists for the challenges of the globalized labor market. Research by McGowan et al. (2023) demonstrates the potential of serious games as innovative pedagogical tools for developing teamwork, stress management, creative thinking, and effective communication [10]. For example, the game *Compete!*, developed within the Erasmus+ framework, uses gamification to simulate real scenarios of social resilience, such as water pollution, resource shortages, or natural disasters. In this game, competencies are assessed on a four-point scale through binary decisions that affect economic and social outcomes, contributing to the achievement of the UN Sustainable Development Goals. Such tools motivate students through a game-based approach while at the same time preparing them for professional challenges, combining technical knowledge with practical skills.

Gamification of the learning process plays a key role in engaging and practice-oriented mastery of professional standards, as confirmed by studies by De Gloria et al. (2014) [11]. Serious games integrate pedagogical theories such as constructivism and flow theory, enabling students to acquire knowledge through virtual simulations of real scenarios. In the context of hotel and restaurant education, gamification helps form skills in managing globalization challenges, particularly cultural adaptation, sustainable development, and crisis response. For example, students may practice



resource optimization in a restaurant or management in international hotel chains through the simulation of real-life situations. Of particular importance are environmental cases integrated into curricula, which foster awareness of modern sustainable development challenges, such as reducing food waste and implementing «green» logistics principles. These approaches not only strengthen professional training but also instill in students a responsible attitude toward the social and environmental aspects of their future activities.

The relevance of gamification in the globalized educational space is confirmed by the fact that updated data show the global market for serious games will reach approximately USD 69.15 billion by 2033, demonstrating a compound annual growth rate (CAGR) of 19.07% from 2025 [12].

Thus, modern hotel and restaurant education under globalization is transforming into an integrated and dynamic system that shapes a new generation of professionals. Such specialists combine international standards with local authenticity, digital literacy with skills in empathetic intercultural communication, technological competence with an understanding of sustainable development principles. They are prepared to act effectively in crises and wartime conditions.

Hospitality education must evolve from a reactive to an anticipatory model that considers and shapes the future needs of the industry. It should prepare not only qualified executors but also innovators capable of setting new standards. Such an approach ensures graduates' competitiveness in the global labor market while fostering cultural dialogue and economic resilience in a rapidly changing world.

### **Conclusions.**

The conducted analysis makes it possible to conclude that hotel and restaurant education in the context of globalization emerges as a multidimensional process, where universal quality standards and local cultural specificity are combined. Global transformations stimulate universities to introduce innovative approaches, among which multi-level organization of the educational process, integration of science and practice, transfer of innovations, and the creation of learning environments oriented toward the development of students' competencies hold particular importance.



Maintaining a balance between international requirements and national authenticity is of special significance. Ukrainian hotel and restaurant education, adapting to new realities, must not only integrate into the global educational space but also position its cultural uniqueness as a competitive advantage.

In modern conditions, important tasks include: forming in students mobility and creativity, readiness for innovative activity, as well as developing cultural sensitivity and ethical responsibility. This ensures the preparation of a new type of professional – capable of operating in an intercultural environment, effectively implementing new technologies, and contributing to the sustainable development of the hospitality industry.

Thus, hotel and restaurant education gains the status not only of professional training but also of an important factor of sociocultural integration, shaping specialists who become drivers of innovation and bearers of cultural heritage in a globalized world.

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**Abstract.** *The article explores the evolving role of hospitality education amidst globalization, emphasizing its significance in shaping professionals who represent national economies and cultures on a global stage. It addresses the dual challenge of aligning with international standards in service, management, and food technologies while preserving local cultural authenticity, a key factor in attracting global tourists. The study highlights the need for forward-thinking educational models that anticipate industry trends, such as digitalization, sustainable development, multicultural interactions, and crisis resilience. By analyzing contemporary practices, including the University of Paderborn's innovative approaches and the Culinology framework, the article proposes strategies to enhance training programs. These include integrating international service standards, fostering multilingual and multicultural competencies, and incorporating practical simulations to prepare students for diverse markets. Emphasis is placed on digital tools like CRM platforms and data analytics, alongside*



*crisis management training, to equip professionals for dynamic global environments. The article underscores the importance of balancing global standards with national identity to produce mobile, creative, and adaptable specialists. Through international partnerships, dual-degree programs, and hands-on practices like «live labs» and gamification, hospitality education can drive innovation and competitiveness, ensuring graduates contribute to sustainable growth and cultural dialogue in the global hospitality industry.*

**Keywords:** *hospitality industry, innovative methods, international standards, multicultural competence, digitalization, sustainable development, national authenticity, professional mobility, integration of science and practice, culinology.*