

Widzimy, że najwyższy poziom integracji wskaźników fizjologicznych przejawia się bezpośrednio w procesie obciążenia fizycznego na ergometrze wiosłarskim. Obciążenie fizyczne jest głównym czynnikiem determinującym poziom integracji układu sercowo-naczyniowego na układ energetycznego zabezpieczenia pracy mięśni.

Kwas mleczanowy, jak czynnik humoralny, wpływa na aktywność systemu sercowo-naczyniowego, stymuluje go i podnosi częstotliwość skurczów serca, na równi z innymi mechanizmami - reflektornymi i humoralnymi.

**Wnioski.** Podczas długotrwałego wysiłku fizycznego w organizmie sportowców oraz osób nietreningujących zachodzi szereg zmian fizjologicznych spowodowanych pracą mięśni oraz tym, aby doprowadzić organizm do jak najszybszej regeneracji.

Największe zmiany zarówno w uzyskanych wynikach sportowych jak i w wynikach poszczególnych wskaźników fizjologicznych najlepsze wyniki osiągnęła grupa wytrzymałościowa, a najgorsze - osoby nietreningujące regularnie żadnego sportu. Średnie wyniki poszczególnych grup badawczych utrzymywały się na poziomie (pierwszy wynik to kwas mlekowy (mmol/l), drugi tętno (ud/min)): 10,5/185 (piłkarze), 13,17/202 (sprinterzy), 13,04/202 (siłacze) i 14,72/203 (nietreningujący).

Analizując uzyskane wyniki, można zauważyć zachodzące pomiędzy nimi zależności: najbardziej istotne korelacje zachodzą pomiędzy uzyskanym wynikiem sportowym, a poziomem kwasu mlekowego oraz tętnem.

Osoby niewytrenowane uruchamiały swój system obronny mięśni, który przy zbyt wysokim stężeniu kwasu mlekowego podnosił znacznie częstotliwość bicia serca oraz spowalniał pracę mięśni w celu ograniczenia produkcji szkodliwego mleczanu, przez co wynik sportowy był gorszy. Osoby dobrze wytrenowane (treningujące sporty wytrzymałościowe) potrafiły poradzić sobie ze zmęczeniem, a ich organizmy produkowały mniejsze ilości mleczanu. Wytrenowanie pozwoliło im nie podnosić poziomu tętna zachowując przy tym optymalny poziom pH mięśni.

Zmiany w organizmie sportowca w mniejszym stopniu dotyczyły osób uprawiających sporty wytrzymałościowe w przypadku prób wytrzymałościowych, grupa nietreningująca miała najgorszy wynik zarówno sportowy jak i w ilości kwasu mlekowego w organizmie po długotrwałym wysiłku fizycznym z pośród wszystkich grup, które wzięły udział w badaniu.

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#### FOREIGN EXPERIENCE OF PROFESSIONAL TRAINING OF SPECIALISTS IN UNIVERSITIES FOR WORK IN TOURISM SPHERE

*The article covers the peculiarities of foreign experience of universities Canada, Poland, Serbia, Bulgaria and Italy of professional preparation of specialists for the tourism industry. Shown in which theoretical and methodological foundations made approach to train specialists which focused on active creative work in the professional sphere in modern conditions of society.*

*The fragments of training programs for the preparation of bachelors in tourism of some European universities presented. It shown that the training of future specialists for work in the field of children's and youth tourism should be based on a dual professional tourism training, where teaching of theoretical knowledge is combined with practical training on a broad profile. Identified educational disciplines that must be included in the training program in Ukrainian universities to improve the quality of the educational process and students receiving high professional competence.*

**Key words:** professional training, foreign experience, the direction of training, discipline, the sphere of tourism.

**Скрипченко І.Т. Закордонний досвід професійної підготовки фахівців у ВНЗ для роботи у сфері туризму.**

*В статті розглядаються особливості закордонного досвіду університетів Канади, Польщі, Сербії, Болгарії та Італії з професійної підготовки фахівців для сфери туризму. Показано, на яких теоретико-методичних основах здійснюються підходи до підготовки фахівців, що націлені на активну творчу діяльність в професійній сфері в сучасних умовах розвитку суспільства. Подано фрагменти навчальних програм підготовки бакалаврів з туризму деяких університетів. Показано, що підготовка майбутніх фахівців для роботи у сфері дитячо-юнацького туризму повинна базуватися на основі подвійної професійної туристської підготовки, де навчання теоретичним знанням поєднується з практичним навчанням по широкому профілю.*

*Дослідження наукової літератури, узагальнюючий досвід підготовки фахівців провідних туристських шкіл світу, вивчення навчальних програм для фахівців сфери туризму в зарубіжних країнах показали, що їх досвід може бути*

застосований в практиці українських освітніх закладів спортивного профілю лише частково, так як зарубіжні моделі не в усьому відповідають вимогам і стандартам системи професійної освіти в Україні. Аналіз зарубіжних програм підготовки показав, що в університетах Європи та Америки існують відмінності в назвах навчальних дисциплін, термінах навчання, кількості предметів, що вивчаються і назвах спеціальностей. Визначено деякі дисципліни, які на нашу думку бажано включати до програми підготовки фахівців в українських вишах, з метою підвищення якості навчального процесу та отримання студентами високої професійної компетентності.

Перспективу подальшої роботи ми бачимо в коригуванні змісту навчальних програм, запровадженні нових навчальних програм і навчальних дисциплін, оптимізації програм практик, розробці навчально-методичної літератури з метою підвищення ефективності якості підготовки фахівців з фізичного виховання і спорту до роботи в сфері дитячо-юнацького туризму.

**Ключові слова:** професійна підготовка, закордонний досвід, напрям підготовки, навчальні дисципліни, сфера туризму.

**Скрипченко І.Т. Зарубежний опыт профессиональной подготовки специалистов в ВУЗах для работы в сфере туризма.** В статье рассматриваются особенности зарубежного опыта работы университетов Канады, Польши, Сербии, Болгарии и Италии по профессиональной подготовке специалистов для сферы туризма. Показано, на каких теоретико-методических основах осуществляется подход к подготовке специалистов, которые нацелены на активную творческую деятельность в профессиональной сфере в современных условиях развития общества.

Представлены фрагменты учебных программ подготовки бакалавров по туризму некоторых европейских университетов. Показано, что подготовка будущих специалистов для работы в сфере детско-юношеского туризма должна базироваться на основе двойной профессиональной туристской подготовки, где обучение теоретическим знаниям объединяется с практическим обучением по широкому профилю. Определены некоторые дисциплины, которые по нашему мнению желательно включать в программу подготовки специалистов в украинских вузах, с целью повышения качества учебного процесса и получения студентами высокой профессиональной компетентности.

**Ключевые слова:** профессиональная подготовка, зарубежный опыт, направление подготовки, дисциплины, сфера туризма.

For Ukraine, the problem of improving the system of training professionals in tourism is of particular importance, because the development of tourism, as it is said in state documents recently, was recognized as a priority task of the state and society. Ukraine's entry into the Bologna process envisages the integration of the domestic education system into the international community, which raises the importance of research on the problem of organizing vocational education abroad.

The complexity and ambiguity of the transformations taking place in the educational space of Europe requires new approaches to training specialists in active recreation and health tourism in Ukraine [4; 5, s.86; 11, s.322; 14, s.27]. To find the right way need to know, understand and use creative achievements of other leading countries.

Studying the foreign experience of the development of the system of professional tourism education can enrich our work with foreign research, and will also contribute to the process of integration, the formation of a common space of vocational education [7, s.3]. At this moment, developing professional tourism education needs to study foreign experience.

L.G. Zanevskiy notes that, in recent years institutions of higher education in Ukraine are intensively prepared specialists for the economic bloc of the tourism industry (management, marketing, economics), but preparation of experts for sports tourism industry (guides, instructors, leaders, facilitators, organizers of the marches, animators) not satisfy needs of the tourist area [1, s.150]. Therefore, at this stage it is advisable to analyze foreign experience of training specialists for active recreation and health tourism in order to identify directions training such specialists in university of sport's profile. Work is performed according to the theme «Theoretical and methodological principles of training of future specialists in physical education, sport and tourism» with the state registration number 0115U004337.

The foreign experience of professional preparation of the specialists in the sphere of tourism are investigated in the researches of the Ukrainian scientists T. Dereka, L. Zanevskaya, A.G. Zakharina [3, s.191], A.P. Konokh, L. Knodel., L.V. Polyová, L.P. Sushchenko, L.V. Skakun, O. Fedorenko [6], V.K. Fedorchenko, G.V. Cherniy, L. Chorna, I. Zaniewski; L. Zaniewska, P. Kucher, S. Soloduha and others. In these articles showed peculiarities of professional tourism education, revealed curricula of bachelor of tourism in the different countries and were defined professional competencies of specialists.

The investigation of theoretical and methodological basis of professional education of the specialists in the sphere of tourism are presented in the works of the Polish scientists M. Krzemiński [9, s.82], L. Zbegen-Matsiong, of American scientists T. Dickinson, D. Borowec, S. Formica [8, s. 318], T. Lutsey, J. Stornett, H. Wankel, of Russian scientists A. Maslova, O. Aigistova, T. Kudryavtseva, I. Tomilov, of Turkish scientists Cevdet Avcikurt, Recep Özbay, Ozen Dalli, of Latvian scientist Marga Zivitere, of Hungarian scientist M. Mundruczó [10, s.47] and others.

**Purpose of the article** - to characterize the foreign experience of training of bachelors in the universities for work in the field of active tourism with young people.

We used the following research methods: analysis of literature and Internet resources, content analysis, the method of logical conclusions.

The systems of tourism education in different countries are distinguished by economic conditions, political system, cultural and spiritual traditions, mentality and ethnicity, therefore to compare the plans for professional training of future specialists of tourism can it only conditional. Consider the foreign experience of training bachelors for work in the tourism sector in universities in different countries such as the USA, the Canada, the Poland, the Serbia, the Bulgaria, the Italy, the Finland, the Australia, the Russia and the

Turkey.

**Poland.** Poland is the closest to us both geographically and mentally. In addition, Poland has great achievements in the development of active tourism, which continues to develop dynamically. However, as our studies show, training in tourism in Poland and Ukraine are significantly different.

Higher education institutions are teaching future professionals in the direction of «Tourism and Recreation». Duration of study consist are 6 semesters (3 years). Education system – stationary and non-stationary. Graduates of the Polish Academy of Physical Education and Sport in Gdansk, Katowice, Krakow, Poznan, Warsaw, Wroclaw can work in active recreation and health tourism (in hotels, rest homes, recreation centers, tourist centers), can be the coaches, guides, instructors, organizers of active tourism and recreation. Higher School of Physical Culture and Tourism in Pruszków prepares of organizers sports tourism, equestrian tourism instructors, instructors on water tourism and trailering.

The University College of Tourism and Ecology in Sucha Beskidzka prepares the specialists of eco-tourism and service to the tourism industry. Throughout the course students will gain not only theoretical knowledge but also practical skills that will enable them to design holidays and carry out itineraries for individual travelers and tourist groups, to design and organize tourism events, to develop attractive tourism products and services, etc. They also cover topics on marketing, principles of advertising, pricing calculations and marketing strategies. A students of Leisure and Tourism can enhance yourself qualifications on variety of additional courses to choose from and qualify as a tour manager, youth camp leader, fitness instructor, sport manager, ski instructor, school trip leader, canoeing instructor, advertising agent and licensed bartender. During the course students undertake two internships.

High Schools Tourism and Hotel Management in Gdansk, Lodz, Sopot and Warsaw prepare specialists for green and rural tourism. School of Physical Education and Tourism in Sopot the direction of «Tourism and Recreation» prepare specialists for mountain tourism (guides, instructors, animators). Warsaw High School Athletics training in the direction of «Tourism» prepares of organizers recreational sports and tourism [1, s. 150].

For example, bachelors of Tourism in Higher European School in Sopot are teach in the direction of «Active tourism». Analysis of training programs showed that students study the following subjects: «Economics tourism and recreation», «Geography of tourist farms», «Travel Geography», «Hospitality», «Local History», «Maintenance of tourism», «Pedagogy of free time», «Basics of recreation», «Basics of tourism», «Nutrition». Additional subjects include «Agro tourism», «Ecotourism», «Tourism cooking», «Communication interpersonal», «Basics of Marketing in tourism and recreation», «Transport and logistics in tourism», «Tourism and Hospitality Management», «Insurance in tourism», «Tourist and recreational facilities» [2, s. 41].

In the Nicolaus Copernicus University in Toruń trained in the specialization «Tourism and Recreation»; «Animation of Sport and Recreation». Duration of study same and consist are 6 semesters (3 years). The educational objective of this program is to provide the student with knowledge, social skills and competences in natural sciences, social sciences and physical culture in a broad sense, required to understand problems within the scope of tourism and recreation.

In the course of study, the student will acquire knowledge of environmental, economic, cultural, psychological and social factors affecting tourism, sport and recreation. The student will learn about natural and cultural qualities and values of Poland and the world, as well as legal, economic and organizational background of tourism and recreation management in a free-market economy (<http://bachelor.ru.studies-in-europe.eu/serwis.php?s=3571&pok=74962&kg=29>).

Deserves attention in our opinion the fact that in the process of teaching students can able to plan and implement tourism and leisure-related projects on their own, offer tourism and hospitality services, active leisure services and present tourist information. Such experience can be successfully implemented in Ukrainian universities.

Graduates in Tourism and Recreation may work employment with such tourism businesses as travel agencies, tour operators, hotels, holiday, sports and recreation resorts, wellness centers, agrotourism farms, government and local government administration agencies, social organizations, foundations, associations etc. They practical training continue 4 weeks. In Table 1 presents the disciplines of two special modules of the curriculum of 12 modules.

Table 1

The disciplines of two special modules of the curriculum specialization “Tourism and Recreation”

Specialization module: Touring and Support for Tourism	Specialization module: Animation of Sport and Recreation
Agrotourism	Anthropomotor education
Basics of water tourism	The choice discipline (within the existing section)
Regional and cultural studies in tourism and recreation	Hygiene and sports medicine
Tourism and recreation in local development	Selected issues in gerokinesiology
Tour guiding and tour management	Summer sport and recreation camp
Geotourism Geohazards	Recreation Methodology
History of art and architecture	Methodology of physical recreation
Research methods in tourism	Methodology of games and physical activities
International market of tourism services	Olympism and olympic sport
Organization of a tourism business	Organization and management in sport and recreation
Health resort tourism, spa and wellness	Mental sports
Climate qualities of Polish and world tourist regions	Recreational sports
Medicinal and mineral waters	Theory and methodology of team games
Biometeorological determinants of tourism and recreation	Technics and methodology of individual sports
Sports discipline of choice	
Tourist regions of the world (to choose)	
Ethno-tourism/Culinary tourism/ Business tourism (to choose)	

Thus, in the Polish universities the direction on training of specialists for the tourism sphere is actively developing. Included in the program are many interesting training courses that allow to qualitatively preparing future specialists to work in the field of tourism with different population groups, both in commercial and active tourism and recreation.

**Serbia.** In University of Novi Sad study Bachelor of Tourism last for four years (eight semesters) and total ECTS credit score of the study program is at least 240 ECTS. Students study 4 modules: «Tourism», «Hotel Management», «Gastronomy», «Hunting Tourism».

Teaching is conducted through active methods and comprises lectures, exercises, practical work, fieldwork, seminar papers, and consultative work. All modules foresee professional training and its content varies depending on the module. The purpose of the study program is to enable students to fully master and apply theoretical knowledge of certain subjects, i.e. to enable them to work in tourist organizations and companies, catering companies and hunting grounds.

In the «Module of Tourism», professional training is foreseen in the third and fourth year of studies and it is realized in tourist companies, organizations, cultural institutions and other institutions dealing with developing certain tourism destinations.

Study program of Bachelor in Tourism is comprised of a group of common mandatory courses for all modules, four elective modules and free elective courses. Students choose one of the four elective modules: «Tourism», «Hotel Management», «Gastronomy», «Hunting Tourism». All students entering this study program, regardless of the modules, share the same common courses in the first study year with a total credit score of minimum 60 ECTS. Group of obligatory courses for all modules is comprised of 21 courses carrying a total credit score of 138 ECTS distributed through eight semesters. In the second, third and fourth year of studies, besides the listed obligatory courses and depending on the module chosen, students need to pass the mandatory courses foreseen by the module in question.

«Module of Tourism» is comprised of 11 mandatory courses of a total credit score of 62 ECTS. «Module of Hotel Management» is comprised of 13 mandatory courses of a total credit score of 73 ECTS. «Module of Gastronomy» is comprised of 13 mandatory courses of a total credit score of 72 ECTS. «Module of Hunting Tourism» is comprised of 12 mandatory courses of a total credit score of 68 ECTS. The rest of ECTS credits, depending on the module chosen, students acquire through elective courses.

Investigations shown the following share of certain group of course according to the type and in relation to ECTS credit score: Academic-general education – 18,62%; Theoretical-methodical – 16,47%; Scientific, i.e. artistic professional – 37,61%; Professional-applied – 27,30%.

Let's consider work experience the Faculty of Sports and Tourism which is a part of the Educons University from Novi Sad. Conceived as an academic institution of higher education, the Faculty of Sport and Tourism was accredited for the implementation of five study programs. The curriculums are generally conceived in such a way that the basic level of studies takes three years of studying.

After completing the studies of tourism there is a large number of available career choices in the growing field of tourism and hospitality industry. Here are but some of them: managers enterprises in tourism; workers in destination organizations, clusters, associations and state agencies dealing with tourism advancement; programmers and promoters of services in receptive, village, cultural, eco-, sport or ethno tourism; programmers of leisure activities in tourist facilities and in nature – in hotels, camps, lake shores, mountains, bicycle, national parks; managers of research and development businesses in public sector and tourist industry; planners of services in the field of culture, leisure, events, celebrations, performances at tourist facilities and destinations performances; guides and animators in culture, leisure and recreational tourism [12, s.115].

University of Kragujevac with the assistance of the Republic of Serbia, has established the Faculty of Hotel Management and Tourism in Vrnjačka Banja in 2011. Here are trained specialists in two specialties – «Health tourism» and «Hotel management and tourism». On a specialty «Health tourism» students study disciplines: «Principles of health tourism», «Tourism law», «SPA tourism», «Hygiene», «Eco-tourism and environmental protection», «Wellness and health tourism», «Physical medicine and rehabilitation», «Cultural tourism», «Nutrition» and other (<http://www.hit-vb.kg.ac.rs/en/>).

**Bulgaria.** Consider the training of specialists in the National Sports Academy «Vassil Levski» (NSA) which was founded as a university level educational institution graduate for Physical Education Teachers and Sport Trainers. «Tourism and Sport Animation» - its the 4-year BSc university degree program in Tourism and Sport Animation is designed in three blocks of courses, expressed by 240 ECTS:

- Obligatory courses, which provide basic knowledge of the specialty: general theoretic («Pedagogy», «Psychology», «History of physical culture and sports»); social («Philosophy», «Sociology», «Foreign language»); medical-biological («Anatomy», «Biomechanics», «Biochemistry», «Physiology», «Sports medicine», «hygiene»); special («Theory and methodology of sports training for each kind of sport and for the different sport disciplines», «Fundamentals of research», «Sports management», «Physiotherapy», «Track and field athletics», «Gymnastics», «Competitive games», «Rhythmic and dances», etc), «Tourism», «Sport animation»;

- Elective courses, which the students are invited to choose according to their personal interests and individual needs («General economic theory», «Sport for all» etc.);

- Optional courses («Olympic movement», «Sports for different professions», «Concentration techniques», «Nutrition and sport», «Sports injuries» etc.) (<http://www.ccebd.co.uk/ceed/un/bg/bg019.htm>).

Analyzing the structure of the educational program of this academy, we note that the curricula coincide with the programs of Ukrainian specialized sports universities. Since the first degree of their studies, students have access to scientific equipment and research activities. They are enabled to participate in teams for project activities, as well as for inclusion in the clubs of the academy that cover 42 sports, develop active athletes and work with children and youth. Thus, we note that education at all levels is consistent with the qualifications framework for higher education in the European Higher Education Area.

**Italy.** In the Free University of Bozen-Bolzano offers the following undergraduate degree course: «Tourism, Sport and Event

Management». It is a three-year course which takes place in Bruneck/Brunico.

The degree course aims to create managers and professionals for the tourism industry who have the necessary skills and experience to deal with the complex and dynamic world that characterizes tourism companies and international tourism in general. Besides an in-depth knowledge of cultural and environmental subjects, students will gain knowledge and experience in the management, administration, planning and the development of concepts and projects for sports and cultural events.

The Bachelor in Tourism, Sport and Event Management can seeks the right balance between, on one hand, specialized knowledge related to business, tourism, and, on the other hand, operational practice and practical experience in companies operating in the relevant sectors.

**Canada.** In the University of Alberta for the Bachelor of Arts in Recreation, Sport and Tourism while focusing on the application of recreation and sport in society. Students can create a diversified degree program that aligns with their individual interests through selection of one of four options - completion of the general BARST program: Community Development, Sport and Recreation Management, Tourism and Natural Environments.

Students have the opportunity to complete a practicum in the final year of the program; it allows integrating and enhancing theoretical knowledge with work-place specific knowledge and skills in an authentic professional setting.

Sample of courses in this degree:

- HE ED 110 – Introduction to Personal Health and Well-Being
- PERLS 104 – Introduction to Sociocultural Aspects of Leisure and Sport
- PERLS 105 – Introduction to the Management of Sport, Physical Activity and Recreation Programs
- RLS 122 – Leadership in Recreation and Leisure Organizations
- PERLS 204 – Canadian History of Leisure, Sport, and Health
- PERLS 207 – Adapted Physical Activity and Leisure for Diverse Populations
- RLS 232 – Marketing for Recreation, Sport and Tourism
- PERLS 304 – Sport and Leisure in Canadian Society: Sociological Perspectives
- RLS 335 – Human Resources Management in Recreation, Sport and Tourism
- RLS 400 – Philosophies of Leisure

Career opportunities for graduates of the Bachelor of Arts in Recreation, Sport and Tourism program include «Recreation therapist», «Recreation facility operator», «Event Coordinator», «Director of provincial sport association», «Provincial or Municipal recreation coordinator» and «Sports administrator».

An interesting one-year program of training specialists of Adventure Tourism proposes University of the Fraser Valley British Columbia (UFV) (<https://www.educations.com/study-abroad/university-of-fraser-valley/adventure-tourism-training-78083>).

Offered through UFV's Kinesiology & Physical Education department, the Adventure Tourism Training program is intended to build a foundation for students pursuing a career in outdoor recreation, guiding, recreation program planning, or education. The range of job options once you graduate is wide.

UFV's one-year Adventure Tourism certificate program teach the business background of adventure tourism, while also offering courses in the many outdoor opportunities available in this region. During studies for students are provided with an overview of the tourism industry, with a primary focus on adventure tourism, also examine interrelationships between the eight sectors of the tourism industry, and study the economic, environmental, and social impact of tourism.

The Adventure Tourism Training program is a dynamic program with three areas of emphasis: - Leadership and communications skills, - Adventure travel skills, - Business training

This program provide students with an introduction to the adventure tourism industry. They acquire basic motor and safety skills in a wide range of adventure-based activities, as well as an introduction to the theoretical and business aspects of the industry. Graduates of this program qualified for entry-level employment within a wide range of adventure tourism venues, or to pursue further studies. In Table 2 presents the course disciplines of Adventure Tourism Training program.

Table 2

**The course disciplines of Adventure Tourism Training program**

Course	Title	Credits
KPE 130	Introduction to Adventure Tourism	3
KPE 131	Land-Based Recreation	3
KPE 132a	Introduction to Mountaineering	1.5
KPE 132b	Introduction to Winter Mountaineering	1.5
KPE 133a	Introduction to Flatwater Paddling	1.5
KPE 133b	Water-Based Recreation: Introduction to Ocean Kayaking	1.5
BUS 100	Introduction to Business	3
BUS 120	Essentials of Marketing	3
BUS 143	Accounting I	3
CIS 145	Web Publishing	3
CMNS 125	Business Communications	3
CIS 100	Introduction to Computer Information Systems	3
Total		30

Our studies have shown that in Canadian universities, the focus is on training specialists for sport adventure tourism and ecotourism, as the country has great natural resources.

Thus, the study of scientific literature, the study of curricula and the generalization of the experience of training specialists for tourism in the leading tourist schools in the Canada, Poland, Bulgaria and Serbia have shown that their experience can be applied in the practice of Ukrainian educational structures of the tourist profile only partly, because foreign models do not fully comply with the requirements and standards of the system of professional tourism education in Ukraine.

The analysis of foreign training programs showed that in the universities of Europe, Asia and America there are differences in the names of academic disciplines, the terms of training, the number of subjects studied and the names of specialties. Students of foreign universities study at least two foreign languages and necessarily pass practice both in their country and abroad. Practical training is an obligatory and important part of the educational process, which takes at least 4 weeks.

We have identified such disciplines as «Ethno-Tourism», «Animation in Sport and Recreation», «Ecotourism», «Management in Sports Tourism», «Basics of water tourism», «Adventure and extreme tourism» and «Insurance in Tourism», which in our opinion are relevant and interesting for students of Ukrainian higher education institutions of tourism and at least partially. We see the prospect for further work in adjusting the contents of curricula, introducing new training programs and educational disciplines, optimizing practice programs, developing educational and methodological literature to improve the quality of training specialists for work in the field of youth tourism.

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#### PROBLEMS AND PROSPECTS OF PROFESSIONAL DEVELOPMENT OF PHYSICAL TRAINING TEACHERS IN POLAND

*It is stated in the article that the rapid scientific and technological civilization changes that are taking place in recent years in the world have a significant impact on the modernization of pedagogical education in most countries, in particular, on improving the system of training and professional development of physical training teachers. They provide not only with significant opportunities for the creative development of teachers, but also cause some difficulties in implementing the educational process at school. It is analyzed in the article problems and perspectives of professional development of physical training teachers in Poland. It was*