

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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**Voitovska O. M.**

**National Pedagogical Dragomanov University, Kiev**

#### 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*

established that the introduction in Poland of the qualifications of the teacher (teacher's map) significantly improved their economic situation, and also contributed to the motivation to improve their professional level (obtaining a higher educational grade). However, this did not resolve some of the significant problems that occur in the work of physical training teachers in Poland and, above all, the problems of improving their own professional skills. It is noted that despite these problems, there is a noticeable progress in creating favorable conditions for improving the educational skills of educators, as well as in improving their financial situation. It is concluded that the experience of introducing in Poland educational qualifications of teachers, giving them greater autonomy in the organization of teaching and extracurricular work on the physical education of students, the opportunity to widely apply in their work the positive experience of colleagues from Western Europe, can be used at school education of Ukraine.

**Key words:** professional development physical training teachers in Poland, adult education, postgraduate pedagogical education.

**Войтовська О.М. Проблеми та перспективи професійного розвитку вчителів фізичної культури у Польщі.** У статті проаналізовано проблеми та перспективи професійного розвитку вчителів фізичної культури у Польщі. Встановлено, що запровадження у Польщі ступенів кваліфікації вчителя (Карта вчителя), суттєво покращило їх економічне положення, а також сприяло мотивації, щодо підвищення їх професійного рівня.

**Ключові слова:** професійний розвиток учителів фізичної культури у Польщі, освіта дорослих, післядипломна педагогічна освіта.

**Войтовская О.Н. Проблемы и перспективы профессионального развития учителей физической культуры в Польше.** В статье проанализированы проблемы и перспективы профессионального развития учителей физической культуры в Польше. Установлено, что введение в Польше степеней квалификации учителя (Карта учителя), существенно улучшило их экономическое положение, а также способствовало мотивации, относительно повышения их профессионального уровня.

**Ключевые слова:** профессиональное развитие учителей физической культуры в Польше, образование взрослых, последипломное педагогическое образование.

**Problem definition.** The rapid scientific and technical civilizational changes that have taken 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. Effective teachers' work should take place under favorable conditions, among which the relevant material base of the school is important (sufficient sports equipment, the presence of physical culture ground and hall) and the possibility of improving their professional qualifications. Significant role plays the level of wages, living conditions of teachers, the attitude of the school's administration to the physical culture of students, etc. The analysis of these aspects makes it possible to determine the main factors influencing the work efficiency of physical training teachers, to find out what steps should be taken to improve their pedagogical activity. Let's consider how these problems are solved in European countries, in particular in Poland.

**Analysis of recent research and publications.** In this perspective of our study we should note the theoretical and methodological basis, the base of which consist of comparative pedagogy N. V. Abashkina, B. V. Wulfson, E. I. Kovalenko, V. I. Momikalo, N. G. Nichkalo, L. P. Pukhovskaya, O. V. Sukhomlinskaya, A. Sukhonsky, C. Novarsky, E. Tsitkovsky and others. Also there are important works on teacher training in higher educational institutions of Ukraine and Poland V. I. Bondar, A. V. Vasilyuk, M. B. Yevtuha, I. A. Zyazyun, I. M. Kovchyna, V. I. Maslov, O. G. Moroz, V. I. Putsova, T. Wilokh, C. Kupisieвич, T. Levovitsky, V. Okonya and others. In addition, the works of Polish didactic scholars (K. Deinek, K. Konazhevsky, Ch. Kupisieвич, T. Levovitsky, N. Mushinsky, J. Plutuzhitsky), psychology (J. Gnitetsky, J. Strelau, V. Svetochovsky), as well as scientific works, which deals with the peculiarities of the development of higher pedagogical schools in Poland (A. Novak, J. Gurniewicz, S. Kavula, S. Mikhalovsky, D. Sipinskaya, R. Schultz, B. Strihovskaya, A. Schurek- Bonita, J. Savinsky and others).

The main problems of professional training of specialists in physical education and sport in Ukraine were investigated as domestic (O. Y. Azhippo, N.O. Belikov, P. B. Dzhurinsky, L. O. Deminskaya, M. V. Duttak, E. A. Zakharina, A. P. Konoh, R. V. Klopov, A. S. Kuts, L. P. Suschenko, A. V. Tymoshenko, J. M. Shkrebtii, etc.); as well as foreign ones (V. U. Ageevets, V. K. Balsevich, J.D. Zheleznyak, L. B. Kofman, V. V. Kuzin, V. A. Magin, V. I. Maslov, L. I. Lubysheva, A. P. Matveev, G. N. Ponomarev, G.A. Stepanova, R. A. Cooper, R. Davis, G. Gehlsen, J. Wilkerson, etc.), scientists.

Also important sources for us were the documents of international organizations regarding educational systems, pedagogical education, teachers, their status, functions, training and activities (UNESCO, the Council of Europe, the European Union etc.); materials of the European Network for Information and Documentation in Education (EURYDICE, for example, the European Educational Thesaurus, European Pedagogical Glossary, etc.); European and, in particular, Polish pedagogical periodicals.

**The aim** of the research is to analyze the problems and perspectives of the professional development of physical training teachers in Poland.

**Presentation of basic material of the research.** The constant growth of the knowledge, skills and abilities that forms a contemporary physical training teacher for his students requires the search for new, more effective means, forms, methods of teaching. Therefore, the teacher must be aware of the need to improve his own professional level, to be prepared for systematic work on increasing personal pedagogical skills, professional development.

In previous studies, we have given our own definition of the concept of «professional development of the physical training

teacher», which we considered as a purposeful, continuous, dynamic process of holistic personality changes associated with actualization of its positive growth forces, the development of creative potential and the formation of a system of knowledge, abilities, skills, professionally important qualities and value orientations of a person in postgraduate education, which are necessary for effective professional activity and self-development of personality [2, p. 71].

A significant role in the professional development of teachers in Poland was played by the Decrees of the Ministry of Public Education from February 18 and August 2000, which led to the introduction of five educational qualifications, as well as significant changes to the basic legal document governing the rights and responsibilities of teacher – «Teacher's map». The main goal of the implementation of these changes was to increase the motivation of teachers to their own professional development, to increase their desire for innovation, which as a result had a positive impact on the improvement of the content of the educational process at school. So, the essence of the change is, first of all, the introduction of certain educational qualifications of teachers. These include: a trainee teacher (nauczyciel stazysta), a contractual teacher (nauczyciel kontraktowy), a teacher appointed (nauczyciel mianowany), a teacher of diploma (nauczyciel dyplomowany), and also an honorary professor of education (nauczyciel-profesor). This has strengthened the teacher's position in Polish society and increased his authority among parents and students. In addition, the five-step «path of professional development» of the teacher strengthens and stabilizes the material situation of teachers, as getting the next category, increases their wages and extends social benefits. Improvement of the material condition of teachers, noted E. Madeisky, M. Mayer, encouraged teachers to intensify research activities at school; they began to actively participate in events to enhance the pedagogical qualification (courses, seminars, methodological associations, etc.) [4, p. 8].

Renowned Polish scientist in the field of physical education R. Tselinsky believes that «the modern physical training teacher should have the following competences: axiological, methodological, educational, organizational, diagnostic, professional and social» [8, p. 2]. In his opinion, «the functions and tasks of the modern physical training teacher depend on a large extent on the technology of society, which determines the hypodynamics, which has a significant impact on the psychophysical condition of children, youth and adults in the country» [8, p. 2]. All this leads, according to the scientist, «to the growth of the need for a wide popularization of motor activity among different age groups of the population, therefore, physical culture and sports should occupy a major place in all types of educational institutions» [8, p. 2]. In general, as was discovered by L. M. Yurchuk, the main factors that predetermined the development of the educational system of Poland at the end of the XX – early XXI century, there were political conditions (Poland's exit from the Warsaw Pact and accession to NATO, etc.); changes in the economy and the labor market, the activity of trade unions of pedagogical workers; the system of moral values, formed under the influence of the Catholic Church and ideological state structures, European integration processes on the trend of decentralization of governance and socialization of education. All this, according to a scientist, «contributed to the development of a general-development model of education, stimulated the expansion of universities' participation in primary education of teachers and their postgraduate professional retraining. Thus, L. M. Yurchuk points out that «Poland provided for the processes of forming a united European higher education area before the signing of the Bologna Declaration (1999), and, as a result, educational institutions with short-term training programs for teachers and other specialists were liquidated, a two-stage higher education system was formed by model 3 + 2 (diplomas of licensee and master» [9, p. 36].

At that time, Polish scholars, as R. Muskhketa notes, «created a modern theory of post-graduate pedagogical education, which was implemented in the process of democratization of society and the transition from traditional to continuing education» [6, p. 78]. This theory, as R. Muskhketa pointed out, involves both the personal and professional development of teachers, and the improvement of the school, the transformation of the educational system and the overall social progress, which is determined by the priority of public attention to pedagogical workers and activates the self-governance of schools in determining the needs and ways of developing a continuous pedagogical education and its main part - postgraduate education, the development of which reveals «contradictory trends – the harmonization and democratization of the European with the diversification of the national level» [6, p. 78]. In general, according to J. Moritz, «we can speak of the introduction of a personally oriented approach in the Polish educational system, since the Polish teacher in the educational process is a tactful assistant to the cognitive activity of students, creating the optimal conditions for their independent creative work» [5, p. 85]. At the same time, the author observes, that «students receive a certain amount of freedom in the selection and processing of materials while studying subjects, and the teacher has no right to impose on them their own interpretation of events, which enables students to form their own assessments and generalizations, to formulate their own opinions and personal position; Thus, positive changes in the priority trends of higher education can be traced, due to the dialectical connection of historical, socio-political and pedagogical factors, national and social peculiarities of the development of Poland [5, p. 85].

As A. Vasilyuk points out, «the modern system of school education in Poland gives the teacher significant autonomy in planning and organizing professional activities; the teacher got the right to create his own program for each class, as well as to use various authoring and educational programs that are issued annually in Poland in mass circulation. Teachers have the opportunity, as the scientist says, to «take an active part in the planning of the school, the functioning of which is regulated by the normative documents: the Charter of the school, the decision of the pedagogical council (Rada Pedagogiczna), the school pupil's council (Szkolna Rada Uczniowska)» [1, p. 154].

A significant factor in the effective activity of a teacher is his state of satisfaction with his own pedagogical activity. G. Kosiba, notes on the basis of his own research, that «mainly the pedagogical activity of physical training teachers motivates a sense of professional stability (certain psychological comfort), student achievements in the development of motor skills and their sporting achievements; respect for students to the teacher, his high status in the pedagogical team and authority among the parents» [3, p. 20]. In the opinion of the teachers themselves, in addition to the above-mentioned factors, the school administration's approach to solving existing problems in the organization of the educational process of physical education of students, as well as the relation of the local educational institutions (kuratorium oswiaty) to ensure the schools is relevant, plays an essential role in satisfying one's own

work. sports equipment, assistance in organizing intercity sports competitions, etc. [3, p. 20].

At the same time, V. Negovskaya determines essential reasons that influence the quality of the implementation of the tasks of the educational process at school: «insufficient high wages, inability of the school's directorate to create a good psychological climate and cooperation in the pedagogical team, constant psychological overload of teachers, a significant number of students in classes, parents' reluctance to cooperate with the teacher, excessive control by the directorate and local authorities, a large number of social responsibilities, difficult living conditions, the need for additional work outside the school to improve the financial status of the family, the interpretation of the teachers of other disciplines «Physical Education» as a minor subject» [7, p. 31]. The author emphasizes that «in fact, these factors greatly affect the effectiveness of pedagogical activity of physical training teachers [7, p. 31]. They are, according to V. Negovskaya, «as general social conditions (certain disadvantages in the construction of the education system, inadequate funding by the state of schools, the negative situation in the labor market regarding the employment of teachers, the shortcomings of the legal framework, the passivity of local self-government, etc.) and sub objective a predominance among the teaching staff of specialists of the retirement age, who take a passive position regarding the introduction of innovative technologies in the educational process of schools, do not seek to improve their own professions activities through systematic improvement of the qualification level; formal attitude towards the professional duties of a certain part of teachers; not enough effective selection of young people, who chooses to study faculties of physical education in higher educational institutions, etc.» [7, p. 31].

The modern physical training teacher also has some difficulties in realizing the tasks of physical education, which are caused, first of all, by the socio-economic and educational transformation of Polish society into the European Union. However, it should be noted that the specialists in the field of physical education at schools in Poland, despite the above-mentioned shortcomings, have sufficient potential for successful implementation of the main tasks of the development and modernization of school education, the adaptation of the system of physical education to the individual needs and interests of students, as well as for its compliance with modern standards and criteria for the physical education of schoolchildren in the European Union, to which Poland entered in May 2004.

**Conclusions.** Thus, we analyzed the problems and prospects of the professional development of physical training teachers in Poland. It was established that the introduction in Poland of the qualifications of the teacher (Teacher's map) significantly improved their economic situation, and also contributed to the motivation to improve their professional level (obtaining a higher educational grade). However, this did not resolve some of the significant problems that occur in the work of physical training teachers in Poland and, above all, the problems of improving their own professional skills. However, in spite of these problems, there is a noticeable progress in creating favorable conditions for improving the pedagogical skills of educators, as well as improving their financial situation. We believe that the experience of introducing in Poland educational qualifications of teachers, giving them greater autonomy in organizing teaching and extra-curricular work on the physical education of students, the opportunity to widely apply in their work the positive experience of colleagues from Western Europe, can be used in school education in Ukraine.

**Prospects of further research.** We see the prospects for further research in the direction of studying the experience of introducing innovative health-improving technologies into the practice of physical education by teachers of Ukrainian schools and promoting it in Poland, which, in our opinion, will contribute to improving the professional skills of physical training teachers.

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