# Historical, Philosophical, Legal and Staff Problems of Physical Culture and Sports

UDC 378.016:796.5

# RECREATIONAL TOURISM IN THE PROCESS OF FUTURE SPECIALISTS EDUCATION IN THE FIELD OF PHYSICAL CULTURE AND HEALTH

Iryna Voitovych<sup>1</sup>, Vasyl Voitovych<sup>1</sup>, Ninel Matskevych<sup>1</sup>

<sup>1</sup>Lesya Ukrainka Eastern European National University, Lutsk, Ukraine,, wirchuk@gmail.com

https://doi.org/10.29038/2220-7481-2018-03-03-11

#### **Abstracts**

The topicality of the research is due to the contradiction between the need for competent specialists in the field of Physical Culture, Tourism and Recreation and insufficient models for its education, in particular for the discipline «Recreational Tourism». The aim of the research is to develop a model of the optimal educational process of Recreational Tourism for the students of Physical Culture faculties in the field of Recreational Tourism. The methods of research: questionnaires, theoretical modeling, analysis and generalization of literary sources, pedagogical observation, method of mathematical statistics. The Results of the Work. It is established that the professional training of future specialists in recreational tourism is defined as a process that reflects scientifically and methodically substantiated educational measures of a higher educational institution that are of a theoretical and practical nature. These studies have testified that in studying of the educational "Recreational Tourism" discipline, students prefer practical classes, informational lectures (26,9 %), lectures-visualizations (26,9 %), lecture-discussions (22,6 %), meetings with practices in the field of recreational tourism, meetings with practitioners in the field of recreation tourism, excursions, touristic attractions andtravel agencies, etc. The researchers also recommend to the supplement the education system by the following education methods: problem situations, business games, online trainings, conferences, and create theinterdisciplinaryrelations with foreign languages, economics and management. With regard to the disciplines that students would like to learn firstly on a practical level, the most interest is noted in active types of tourism, such as sports, in particular pedestrian, tourist services, ethnographic studies and tourist animation. Conclusions. Thus, the formation of an effective model of profile training of students of the Physical Culture and Health faculties, in particular the complexity in organizing of the educational process for Recreational Tourism, taking into account the views of students, colleagues and the theorists and practitioners work on the selection of content, methods and forms of classes, methods of knowledge assessment, will allow to raise the level of knowledge and motivation to study this discipline.

Key words: Recreational Tourism, students of Physical CultureFaculties, classes, efficiency, specialist.

**Ірина Войтович, Василь Войтович, Нінель Мацкевич.Рекреаційний туризм у процесі підготовки майбутніх фахівців галузі фізичної культури та здоров'я.** *Актуальність* дослідження зумовлена суперечністю між потребою в компетентних спеціалістах у сфері фізичної культури, туризму та рекреації й недостатніми моделями їх підготовки, зокрема з дисципліни «Рекреаційний туризм». *Мета дослідження* — розробити модель оптимального освітнього процесу навчання рекреаційному туризму студентів факультетів фізичної культури з напряму рекреаційного туризму. *Методи дослідження* — анкетування, теоретичне моделювання, аналіз й узагальнення літературних джерел, педагогічне спостереження, метод математичної статистики. *Результати роботи*. Установлено, що професійна підготовка майбутніх фахівців рекреаційного

туризму визначається як процес, що відображає науково та методично обгрунтовані освітньо-виховні заходи вищого закладу освіти, які мають теоретичний і практичний характер. Дані дослідження засвідчили, що під час вивчення навчального предмету «Рекреаційний туризм» студенти надають перевагу практичним заняттям, інформаційним лекціям (26,9 %), лекціям-візуалізаціям (26,9 %), лекціям-дискусіям (22,6 %), зустрічам із практиками в галузі рекреаційного туризму, відвідуванню екскурсій, туристичних об'єктів, турагентств тощо. Науковці також рекомендують доповнювати систему освіти підготовки таких фахівців такими методами навчання, як проблемні ситуації, ділові ігри, Інтернет-тренінги, конференції, та створювати міжпредметні зв'язки з іноземними мовами, економікою й менеджментом. Щодо розділів дисципліни, які б студенти хотіли опанувати передусім на практичному рівні, то найбільшу зацікавленість відзначено в активних видах туризму, таких як спортивний, зокрема пішохідний, туристичних послугах, краєзнавстві та туристичній анімації. Висновки. Отже, формування ефективної моделі профільної підготовки студентів факультетів фізичної культури й здоров'я, саме комплексність в організації навчального процесу з рекреаційного туризму, урахування думки студентів, колег і напрацювання теоретиків та практиків щодо підбору змісту, методів і форм занять, способів оцінки знань, дасть змогу підвищити рівень знань та мотивацію до вивчення цієї дисципліни.

**Ключові слова:** рекреаційний туризм, студенти факультетів фізичної культури, заняття, ефективність, фахівець.

Ирина Войтович, Василий Войтович, Нинель Мацкевич. Рекреационный туризм в процессе подготовки будущих специалистов отрасли физической культуры и здоровья. Актуальность исследования обусловлена противоречием между потребностью в компетентных специалистах в сфере физической культуры, туризма и рекреации и недостаточными моделями их подготовки, в частности по дисциплине «Рекреационный туризм». *Цель исследования* – разработать модель оптимального образовательного процесса обучения рекреационном туризма студентов факультетов физической культуры по направлению рекреационного туризма. Методы исследования – анкетирование, теоретического моделирования, анализ и обобщение литературных источников, педагогическое наблюдение, метод математической статистики. **Результаты** работы. Установлено, что профессиональная подготовка будущих специалистов рекреационного туризма определяется как процесс, отражающий научно и методически обоснованные образовательно-воспитательные мероприятия высшего учебного заведения, имеющие теоретический и практический характер. Данные исследования показали, что при изучении учебного предмета «Рекреационный туризм» студенты предпочитают практическим занятиям, информационным лекциям (26,9 %), лекциям визуализации (26,9 %), лекциям-дискуссиям (22,6 %), встречам с практиками в области рекреационного туризма, посещению экскурсий, туристических объектов, турагентств и т. п. Ученые также рекомендуют дополнять систему образования подготовки таких специалистов такими методами обучения, как проблемные ситуации, деловые игры, интернет-тренинги, конференции, – и создавать межпредметные связи с иностранными языками, экономикой и менеджментом. По разделам дисциплины, которые студенты хотели овладеть прежде всего на практическом уровне, наибольший интерес отмечается в активных видах туризма, таких как спортивный, в частности пешеходный, туристических услугах, краеведении и туристической анимации. Выводы. Таким образом, формирование эффективной модели профильной подготовки студентов факультетов физической культуры и здоровья, именно комплексность в организации учебного процесса по рекреационному туризму, учета мнения студентов, коллег и наработки теоретиков и практиков по подбору содержания, методов и форм занятий, способов оценки знаний, позволит повысить уровень знаний и мотивацию к изучению данной дисциплины.

**Ключевые слова:** рекреационный туризм, студенты факультетов физической культуры, занятия, эффективность, специалист.

Formulation of a research problem and its significance. The physical recreation, its promotion and implementation are significant for the creation and the development of the healthy society. It is an active way of the physical education implementation [10; 12; 13; 14]. It promotes the overfatigue prevention, refreshment and it also can prevent some of the negative factors which badly affect health and performance. In their works such scholars as Oded Bar-Or, Thomas W. Roland, Olha Zhdanova, Tetiana Krutsevych and Serhiy Futorniy claim about the importance of forming for students and young adults the habit of the outdoor activities and healthy life. It is also connected with the environmental and patriotism education.

It's true that tourism is one of the main parts of the recreation activity. In case it's combined with the natural factors and in a good amount, tourism suits for everyone, no matter the age, gender or the occupation.

Recreational tourism meets such requirements as the all-round development, development of the physical qualities, health promotion, disease prevention, rest, refreshment, switching attention, keeping good performance, educational and cognitive functions [4; 10; 15].

Svitlana Kobzova, Volodymyr Fedorchenko, Tetiana Dyorova and Iryna Filonenko claim that there is a disparity in the need for experts in different fields of tourism and supply of the highly-skilled workers, in particular in recreational tourism. Joining to the global tourism requires skilled staff assistance.

We agree with the Iryna Filonenko»s idea that «... the level of servicing depends on the staff training and it»s the peculiarity of this field» [16, C. 60]. In their study Olena Andreyeva and Oleksandra Blahiy mentioned the updating of the staff training system in the recreation field. In its turn it will improve the competitive ability of the graduates and «... will help to secure them against the rivalry of the unskilled labour on the job market» [1, C. 6].

The issue of the education of the tourism and recreational fields in the higher education institutions was also studied by such scholars as Olena Andreyeva and Oleksandra Blahiy [1], Olha Zhdanova [12], Anatoliy Konoh [9], Tetiana Krutsevych [10], Liudmyla Sushchenko [14], H. Shchuka [19]. However, the issue of the specialist training in some subjects isn»t covered enough.

## Analysis of the research into this problem.

The goal of the article – to create a model of the recreational tourism study for the students of the Physical Education and Health faculties.

**The specific tasks of the article:** 1. To define the factors of better course content learning for the students of Physical Education and Physical Education and Sport.

2. To create a model of the students training of the Physical Education and Health faculties with the specialist area in the recreational tourism «Tourism Work Methodology».

Methods of the study. During the study such methods were used: analysis and collation of literature data; questionnaire (the questionnaire was designed according to the guidance of Viktor Hladush [7], Oleksiy Nestulia [11] and Mykhailo Fitsula [17]. It included some questions which defined the opinion of student who already learn this subject and the students who are going to learn it); theoretical and practical lessons observation; the theoretical modeling method was used to create a model of the suitable recreational tourism study for the students of the Physical Education faculties with the specialist area «Tourism Work Methodology»; the results were analysed by the Mathematics Statistics method with the help of the Excel app for Windows 2007. The average value and percentage were calculated. The study was hosted by Lesya Ukrainka Eastern European National University and Rivne State University of Humanities. it was conducted among the 80 students (n=80) 2nd-4th years of studying of the specialist areas 017 «Physical Education and Sport» and 014.11 «Secondary education (Physical Education)», 6.010201 «Physical Education».

Research results. According to the global experience of the recreational tourism development and functioning, this branch requires the training of the experts in 5 main areas: tourism managers who develop recreational and entertainment tours and the servicing; economist manager who perform business planning and activities in touristic firms; experts in the development and management of the leisure, recreational and rehabilitation activities in a particular groups or places (entertainment officers); experts responsible for special tourist and recreational classes (coordinators, coaches etc.); experts in cultural tourism (tour guides, museum guides) [16].

Before the problem study, the observations about the students determination and leadership in the «Recreational tourism», «Tourism», «Sport tourism», «Theoretical basics of the children and youth tourism», «Theory and methodology of the tourist work» classes were conducted.

The main attention is dedicated to the improvements of the «Recreational tourism» educational process as it includes the wide number of the directions. Planning, organisation and the direct execution of this tourism type requires the sport tourism knowledge and skills, trail orienteering, physical recreation, rehabilitation, theory and methodology of the physical education, regional study, touristic service creation and providing, eco-tourism, management, ecology, medicine, etc.

That is why the main goal of this subject is to give the students some basics about the main recreational needs of a human and the place of tourism in recreology of different social groups, its management and development. The main tasks of the subject study are: to learn the set of theoretical, methodological,

practical, legislative and standard basics of the recreational tourism and the related subjects; the ability to use the knowledge for the solving the educational and recreational tasks; to plan, prepare and manage different kinds of the recreational tourism; utilisation of the knowledge for the management the tourism and regional study and cognitive activities during the revitalization.

In general, a student of the Physical Education faculty is viewed as a personality and a prospective expert, who is getting the skills according to its academic degree and specialisation during the educational process, which includes sport, recreation, leisure aspect and encourages the patriotism education. It also positively affect the bodily and mental development, healthy living and work life.

The professional command of the prospective experts in recreational tourism is defined as a process, which reflects scientifically and methodologically based activities of higher education institution. During the whole period of studying, they have to be aimed at the training professional skills good enough to manage sport and recreational tourism in the educational institutions, among different age groups, successful work life in different areas of the recreational tourism including the requirements of the labor-market.

To meet the requirements it is necessary to be done:

- the thorough educational material selection;
- the creation of the up-to-date teaching environment;
- the utilization of the innovative teaching methods;
- include the content of the «Recreational study» into the education and further professional activity.
- manage the practical classes of the prospective experts using reasonable principles, methods and types of tasks and technology.
  - to create the understanding that it is necessary to master the knowledge and skills.

In order to improve the educational process and increase the students motivation for «Recreational tourism» learning, the questionnaire among the students 2nd-4th years of study was conducted.

It will adjust the content and the form of the educational activity. In addition, it will also improve the current methods and technologies and allow to find some new of them.

80 students participated in the survey, only 30,0 % of them studied «Recreational tourism». We were interested in the opinions of both students groups with the further average value calculation.

The importance of this subject for specialist area «Tourism Work Methodology» mentioned 75,0 % of students, 10% of the answers were negative and 15,0 % of the responses are «It's difficult to give the answer». The next question was about the areas of knowledge offered for the «Recreational tourism» learning. The most important topics for both groups were «Backpacking» and «Sport tourism», the third place was given to the «Tourism services». The next important areas mentioned were «Regional study» and «Eco-tourism». The least important topics were «Entertainment officers work» and «Marketing in tourism». However, it's worth to mention that some students haven't learned the subject yet that's why they might be unaware of the significance of the entertainment officers work in the recreational tourism.

The responses to the question «What is the most interesting way of introducing new material (choose at most 3 ways)» show that the results for both groups and the average value are different. The average value shows that most of respondents prefer lectures  $(26.9\ \%)$ , the same results are in the second group which didn't learn «Recreational tourism»  $(28.4\ \%)$ . The same percentage is in the general data  $(26.9\ \%)$  for the viewing lectures (the direct example approach is in its basics). This way of presenting material is on the first place for the students who have already studied the subject and on the second for the students who haven't studied the subject yet. Another interesting way of getting new knowledge is the interactive lectures which presupposes the discussion between the parts of the lecture. It makes the studying process enliven, activates the cognitive work, gives the teacher an opportunity to control the collective thought (more than 26.9% of students who have already learned the subject, up to  $20.9\ \%$  – students who haven't learned the subject yet; the average value –  $22.6\ \%$ ).

The other lecture types which students would like to have during the «Recreational tourism» course were the problem-solving lectures (12,9 %), binary lectures (5,4 %) and lection-briefings (5,4 %). It's worth to mention, that each of these lectures is quite interesting in form, but the problem-solving lectures are clearer to the students compared with the lection-briefings. Speaking about the binary lectures, they are

difficult to organise but they are good for the interdisciplinary relationships at the same time, as one issue becomes common for two lecturers of the connected subjects.

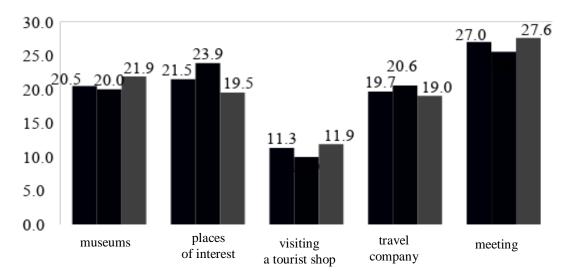
The most common response to the question «Sort by the importance the ways of the material presenting which can enlarge your knowledge and skills in the the recreational tourism sphere is the meeting with the practicing tourists. It is the most appropriate way of receiving new information in this field. It is interesting to note that this way is the most convenient to organise as it requires only one person to move to the final destination, not the whole group i.e. the expenses are fewer.

Other ways of getting new information about the recreational tourism chosen by student are places of interest with the excursions, visiting the museums, travel companies and tour operators. The least responses were given to the option «visiting a tourist shop» (figure1).

In order to answer the question about the testing methods students were expected to choose three they like the most out of six offered on the list.

Thus, the students chose the practical tasks (28,7%) and tests (27,7%). Due to the average value the recitation is on the third place (20,2%)

Written assignments were chosen as the most sufficient for the «Recreational Tourism» by 13.8% of students. The least known and used during the educational process is the self-estimate method and the peer assessment (7.4%)



- all students
- Students who have studied «Recreational
- Students who have not studied «Recreational Tourism»

**Figure 1.** The data on the students opinion about the alternative ways getting the information on the «Recreational tourism» classes

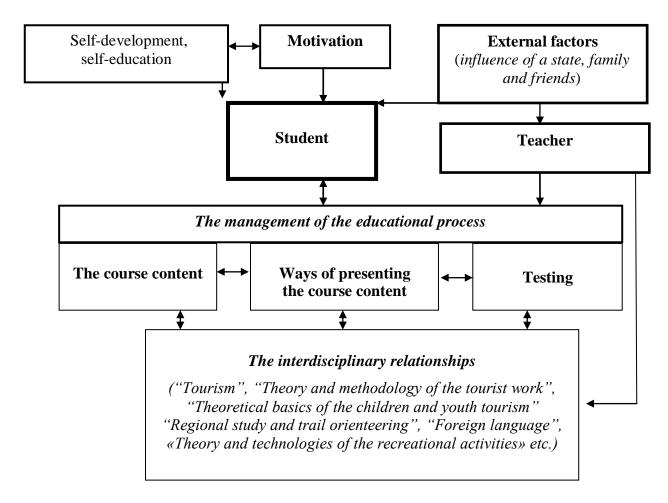
It's worth to mention as a positive fact that the students offered their own testing method i.e. a project (2,1 %).

The last question was open, it was related to the topics of the content that students want to learn on the «Recreational tourism» classes. The most common answers were managing the backpacking and journeys, planning the tours, work of the guides, actions to be taken under the extreme conditions, types of the specialised tourist equipment, safety of a tourist, first aid, the little-known natural, historical and architectural recreational places of interest, the peculiarities of the marketing in tourism, work of the tour operators, health and medical tourism. In addition, the students wanted to learn the recreational tourism on the practical classes. It happened because the students have free access to the information, but not to the practical skills.

Based on the questionnaire, the theoretical works on the issue and the pedagogical experience, the model of the specific training for the students with the specialist area «Physical Education and Tourism» was created (figure 2).

Thus, the educational process management of the specialist area «Tourism Work Methodology» presupposes the motivation for learning new skills by the example of a teacher, the development of the cognitive work and creativity (resolving the issues and non-routine tasks), explaining the significance of the education for the future job and further self-development by travelling, backpacking, assistance with the leisure time managing for relatives and friends by organising the unusual classes.

Speaking about the course contents, we offer such as: «Sport tourism», «Backpacking», «Ecotourism», «Tourist services», «Regional study», «Entertainment officer»s work», «Marketing in the recreational tourism». Before the creation of the course content, the analysis of the related subjects and collation of literature data, the investigating the academicians and experts experience in tourism were done.



**Figure 2.** Model of the «Recreational Tourism» study management for the students of the Physical Education and Health faculties with the specialist area «Tourism Work Methodology»

Definitely, the content of the class is an important part of the educational process, however we support other scholars idea, that the most important factors of the students involving into learning are the methodologies. Their forms are different, such as classical lectures, interactive lectures, viewing lectures, meeting with the practicing tourists, using the knowledge and skills to solve the real-life issues, creating positive atmosphere by sharing personal experience and so on. Its knows that the learning shouldpresuppose using the principles of the scientificity, availability, and have systematic and logical nature.

Testing is the process and the result of the defining the amount of learnt knowledge and skills in comparison with the perfect representation which is shown in the curricula.

Testing the knowledge and skills in «Recreational tourism», we recommend to stick to the principles of objectiveness, comprehensiveness, inspiration and effectiveness; take into the consideration the growth of the competence of the students and use different forms of testing: oral, written, tests and projects.

It's important to support students with verbal or non-verbal approval, allow them to estimate themselves or each other. All the above-mentioned will allow to create the positive feeling during the classes and the trust-based relations. In addition it will raise self-esteem of the shy students.

During the «Recreational Tourism» learning it's necessary to build the interdisciplinary relationships between the allied subjects. The most important of them are «Theoretical basics of the children and youth tourism», «Theory and technologies of the recreational activities», «Theory and methodology of the tourist work» and «Tourism». In addition, it is important to build the interdisciplinary relationships between the noncontiguous subjects such as the foreign languages study and management. It will allow to adjust the education process easily, promote deeper understanding of the main data, enlarge the learned facts and improve the skills, improve the giving definitions in particular areas and better understanding of the cross-curricula terminology i.e. it can't be clearly explained within one subject.

Thus the creation of a model of the recreational tourism study for the students of the Physical Education and Health faculties, complex approach to the education managing, students point of view, the academicians and experts experience in the methods, types of lessons and testing techniques will improve the learning and motivation.

There were found no research regarding the classroom management for the students of the Physical Education and Health faculty. However, there are research dedicated to the tourism specialists training. Halyna Harbar suggests three ways of the organising education: basics learning (studying according to the curriculum); practical learning (how to do) to get the skills vital for the work; personal traits of a prospective expert [6]. She defines such subsystems of the tourism specialists training as the preprofessional education, professional education at the institutions of higher education and the postgraduate education. The model of the recreational tourism study for the students of the Physical Education faculties was created. It consists of content, forms and methods of the educational process management, students assessment, interdisciplinary relationships, motivation, self-culture, teachers traits of character and environment. The other scholars» research on the Tourism educational process management were extended. In her works, A. Anishchenko [2, C. 42] offers to take into account the employers» requests before creation of the educational process content. Y. Voyevoda [5], A. Anishchenko and M. Zaytseva [2] recommend to build the interdisciplinary relationships between the noncontiguous subjects such as the Foreign languages learning, Management, Psychology and Economics. They are not connected to the Tourism, but will give an opportunity to teach the highly-skilled Recreational Tourism experts. S.Kobzova advices to use such types of lessons and methods as lectures with the use of multimedia, seminars, themed tours with the videos, projects, testing and conferences [8, C. 58]. O. Andreyeva and O. Blahiy [1] recommend to use the problem-based situations, business games and process capabilities (for developing the research interest) and webinars.

The significance of the study is the creation of an integrated model of the Recreational Tourism study for the students of the Physical Education and Tourism faculties in Ukraine.

Conclusions and prospects for further research. The research shows that students consider Recreational Tourism necessary to study. They prefer to get the knowledge and skills during the lectures, viewing lectures, interactive lectures, seminars, the meetings with the practicing tourists, taking excursions, visiting travel companies, tour operators and tourist shop. Speaking about the skills students would like to practice, they are interested in sport tourism, backpacking, tourism services, regional study and entertainment officers work.

Thus, all components of the educational process for the specialist area «Tourism Work Methodology» should cover the training of prospective experts in Physical Education, Tourism and Recreation according to the academic degree and specialisation. In order to study «Recreational tourism», the learning activity should

include motivation, content and practical components, testing, interdisciplinary relationships, new approached for introducing new material and knowledge evaluation.

The created model requires testing and thorough organization of the educational process of other Tourism related subjects for the students of the Physical Education and Health faculties.

### References

- 1. Andrieieva, O. V. & Blahii, O. L. (2015). Systema pidhotovky ta pidvyshchennia kvalifikatsii fakhivtsiv iz fizychnoi rekreatsii [The System of Training and Qualification Improvement of Specialists in Physical Recreation]. Fizychne vykhovannia, sport i kultura zdorovia u suchasnomu suspilstvi : zb. nauk. pr. Skhidnoievrop. nats. un-tu imeni Lesi Ukrainky. Lutsk, t. 3, 5–10.
- 2. Anishchenko, A. P. & Zaitseva, M. M. (2015). Pidhotovka kadriv turystychnoi industrii [Training of the tourism industry]. *Zbirnyk naukovykh prats Khmelnytskoho instytutu sotsialnykh tekhnolohii Universytetu «Ukraina»*. Khmelnytskyi, no. 11, 39–3. Bar-Or, O. & Rouland, T. (2009). Zdorove detei y dvyhatelnaia aktyvnost: ot fyzyolohycheskykh osnov do praktycheskoho prymenenyia [Children's health and motor activity: from physiological principles to practical application]. Kiev, Olimp. lit., 528.
- 3. Velychko, V. V. (2013). Orhanizatsiia rekreatsiinykh posluh : navch. posib. [Organization of recreational services]. Kharkiv, Kharkiv. nats. un-t miskoho hosp-va im. O.M. Beketova, 202.
- 4. Voievoda, Ya. (2014). Struktura systemy ta osoblyvosti pidhotovky kadriv dlia turystychnoi sfery [Structure of the system and peculiarities of preparation for the tourist sphere]. *Problemy aktyvizatsii rekreatsiino-ozdorovchoi diialnosti naselennia*: materialy IKh Vseukr. nauk.-prakt. konf. z mizhnar. uchastiu. Lviv, 320–325.
- 5. Harbar, H. A. (2013). Pidhotovka fakhivtsiv sfery turyzmu u vyshchykh navchalnykh zakladakh Ukrainy [Elektronnyi resurs] [Professional personnel training of the tourism at the higher educational establishments of Ukraine]. *Visnyk Kharkivskoho natsionalnoho pedahohichnoho universytetu imeni H. S. Skovorody. Filosofiia.* Kharkiv, vyp. 41(1), 246–257. Rezhym dostupu: http://nbuv.gov.ua/UJRN/VKhnpu\_filos\_2013\_41% 281%29 24 (data zvernennia: 16.04.18). Nazva z ekrana.
- 6. Hladush, V. A. & Lysenko, H. I. (2014). Pedahohika vyshchoi shkoly: teoriia, praktyka, istoriia: navch. posib. [Pedagogy of high school]. Donetsk, 416.
- 7. Kobzova, S. M. (2013). Rol dystsyplin bloku rekreatsii u pidhotovtsi fakhivtsiv sfery turyzmu ta hotelnoho hospodarstva do profesiinoi diialnosti [Elektronnyi resurs] [Role of disciplines of recreation block in tourism and hotel industry specialists' professional training]. Visnyk Luhanskoho natsionalnoho universytetu im. T. Shevchenka. Luhansk, no. 8, ch. 4, 50–59. Rezhym dostupu: http://tourlib.net/statti\_ukr/kobzova4.htm (data zvernennia: 16.04.18). Nazva z ekrana.
- 8. Konokh, A. P. Teoretychni ta metodychni zasady profesiinoi pidhotovky maibutnikh fakhivtsiv iz sportyvnoozdorovchoho turyzmu u vyshchykh navchalnykh zakladakh : avtoref. dys. ... d-ra ped. nauk : 13.00.04 [Theoretical and methodical principles of professional training of future specialists in sports and health tourism in higher educational institutions]. Kyiv, 42.
- 9. Krutsevych, T. Yu. & Bezverkhnia, H. V. (2010). Rekreatsiia u fizychnii kulturi riznykh hrup naselennia [Recreation in the physical culture of different groups of the population]. K, Olimpiiska l-ra, 248.
- 10. Nestulia, O. O. (2009). Sotsiolohiia: praktykum. Modulnyi variant : navch. posib. [Sociology: practicum. Modular version]. Kyiv, Tsentr uchb. lit., 272.
- 11. Zhdanova, O. M., Tuchak, A. M., Poliakovskyi, V. I. & Kotova, I. V. (2000). Orhanizatsiia ta metodyka ozdorovchoi fizychnoi kultury i rekreatsiinoho turyzmu [Organization and methods of recreational physical culture and recreational tourism]. Lutsk, Vezha, 248.
- 12. Rybkovskyi, A. H. & Kanishevskyi, S. M. (2003). Systemna orhanizatsiia rukhovoi aktyvnosti liudyny [System organization of human motor activity]. Donetsk, DonNu, 436.
- 13. Sushchenko, L. P. (2003). Profesiina pidhotovka maibutnikh fakhivtsiv fizychnoho vykhovannia ta sportu (teoretyko-metodolohichnyi aspekt): monohrafiia [Professional training of future specialists in physical education and sports]. Zaporizhzhia, ZDU, 442.
- 14. Fedorchenko, V. K. & Dorova, T. A. (2002). Istoriia turyzmu v Ukraini [History of tourism in Ukraine]. Kyiv: Vyshcha shk., 195.
- 15. Filonenko, I. M. (2012). Osoblyvosti ta struktura systemy pidhotovky kadriv dlia turystychnoi sfery [Elektronnyi resurs] [Features and structure of the training for tourism system]. *Visnyk Luhanskoho natsionalnoho universytetu im. T. Shevchenka*. Luhansk, 4, ch. 2, 59–64. Rezhym dostupu: http://tourlib.net/statti\_ukr/ filonenko.htm (data zvernennia: 16.04.18). Nazva z ekrana.
- 16. Fitsula, M. M. (2006). Pedahohika vyshchoi shkoly : navch. posib. [Pedagogy of high school]. Kyiv, Akademvydav, 352 s.

- 17. Futornyi, S. M. (2011). Dvihatelnaia aktivnost i ee vliianie na zdorove i prodolzhitelnost zhizni cheloveka [Motor activity and its effect on human health and life expectancy]. Fizicheskoe vospitanye studentov, vyp. 4, 79–83.
- 18. Shchuka, H. P. (2012). Suchasna systema pidhotovky profesiinykh kadriv sportyvno-ozdorovchoho turyzmu v Rosiiskii Federatsii [Elektronnyi resurs] [The modern system of professional training in sports and health tourism in the Russian Federation]. *Visnyk Luhanskoho natsionalnoho universytetu im. T. Shevchenka*. Luhansk,no. 4, ch. 2, 115-123. Rezhym dostupu: http://tourlib.net/statti\_ukr/schuka2.htm (data zvernennia: 16.04.18). Nazva z ekrana.

Received: 07.06.2018.