Postmodern Openings
ISSN: 2068-0236 | e-ISSN: 2069-9387
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2022, Volume 13, Issue 3, pages: 148-165 | https://doi.org/10.18662/po/13.3/482
Submitted: February 25th, 2021 | *Accepted for publication:* February 5th. 2022

Training of Future Teachers of Physical Education in the Field of Ecological Tourism

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Abstract: The article summarizes the theoretical and methodological knowledge about ecotourism as one of the viable types of tourism in the postmodern era, clarifies the patterns of its formation and development, a variety of approaches to its interpretation, interaction with other types of tourism, features of motivation and management in ecotourism. On the basis of the generalized data a number of perspective educational conditions is modeled: the orientation of the maintenance of pedagogical education on formation of steady positive motivation; updating the content of professional training; availability of educational and methodical support; interrelation of competence, system and personal-activity approaches. Diagnostic methods relevant for postmodern education are selected: methods of diagnosing students' learning motivation; methods of diagnosis of value orientations in career; tests to identify the levels of components of professional competence. It is proved that the professional training of teachers who are able to use ecological tourism in their professional activities at a high level is one of the important conditions for increasing the interest of children and young people in physical education, tourism and sports, ensuring the necessary physical activity, developing, maintaining and strengthening their health, adaptation to the flexible postmodern society.

Keywords: *physical training, preservation and strengthening of health, environment, positive motivation, professional competence, natural conditions.*

How to cite: Konokh, A., Konokh, A., Konokh, O., Karabanov, Y., Orlov, A., & Makovetska, N. (2022). Training of Future Teachers of Physical Education in the Field of Ecological Tourism. *Postmodern Openings, 13*(3), 148-165. https://doi.org/10.18662/po/13.3/482

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Introduction

Eco-tourism is of great importance for physical training, preservation and promotion of health. In the context of a postmodern society, ecotourism contributes to a person's exit from virtual reality, the formation of subjectivity and self-identity in a world full of informational entropy.

In the postmodern globalized society, one can observe some negative dynamics in physical activity, deterioration of health and physical fitness of the population (Behas et al., 2019; Halaidiuk et al., 2018; Sitovskyi et al., 2019). Solving this problem requires the urgent implementation of effective measures in the education system to strengthen the physical and mental health of children and youth, the formation of a healthy lifestyle, the values of active, developing, prosocial leisure, (Bakhmat et al., 2019; Bezliudnyi et al., 2019; Maksymchuk et al., 2018; Gerasymova et al., 2019; Sheremet et al., 2019; Petrova, 2017a; 2017b). Therefore, before the system of higher pedagogical education, which is designed to respond quickly to the needs of society, the task of training a new generation of future teachers of physical education and sports, able to carry out health education at a high professional level and provide solutions to a number of problems involving children and youth ecological tourism classes, formation of a healthy lifestyle (Nerubasska & Maksymchuk, 2020).

There was no the analysis on how future physical education teachers (hereinafter - FTPE) were trained in eco-tourism at universities until 2013 when the specialization "ecological and sports tourism" was introduced in Ukraine. Higher education institutions currently train specialists in sports tourism, focused mainly on sports and mass work of tourism. Thus, during the study, the curricula and experience of Zaporizhia National University (Ukraine) specialty 017 "Physical Culture and Sports" specialization "Ecological and Sports Tourism" and Pereyaslav-Khmelnytsky State Pedagogical University named after Hryhoriy Skovoroda (Ukraine) specialty 014 "Secondary Education" (physical culture) "specialization" Methods of tourist work " were studied. However, it was found that within this training insufficient attention is paid to the ways of forming professional competence in FTPE in terms of ecological tourism as one of the effective means of improving the health of the population and its adaptation to stressors of postmodern society.

Accordingly, *the purpose of the study* is to theoretically substantiate pedagogical conditions for forming professional competence in eco-tourism

in future physical education teachers, given Ukraine's state of transition (between postcolonialism and postmodernism).

Problems of ecotourism of the postmodern era

This section collects the main problems of eco-tourism development in postmodern society, which should be taken into account when developing educational conditions for the training of Ukrainian teachers who are able to use eco-tourism at a high level in professional activities.

Thus, one of the main problems of postmodern tourism is the impossibility of considering it through the many individual modalities and perspectives. Scientists suggest using unclear clustering methods to maximize uncertainty, individual tourist experience, and other factors not previously considered (D'Urso et al., 2016) in order to properly segment tourism services and meet their respective needs. The environmental factor is an important unifying tool in the segmentation of the tourism business. However, excessive segmentation of tourism needs and related services does not allow the development of curricula with clearly completed predicted didactic goals.

Another problematic aspect is worldview and requires the gradual formation of ecological and tourist culture from top to bottom. Thus, scientists note: "Postmodern tourism has always been associated with mystification, plurality, prospects, problems, risks and ostracism. Focusing on the confusions, risks and uncertainties of both real and hyperreal (imaginary) related to behavioral change, bizarre tourism, the role of the media, political instability, requires a rethinking of culture, traditions, legality and building an innovative socio-cultural -political and technological understanding of the problems associated with postmodern tourism. This thesis suggests that modern tourism again requires new ideological foundations, ethical adjustments, and in developing countries - the development of tourism policy. Its components must be environmental policy and environmental awareness as tools for preserving the unique.

The above problem is related to the multitude of historical and current discourses on tourism in general. For example, Xie & Sun (2017) summarize: "Research in tourism has also undergone different trends. In the early stages, research focused mainly on the economic aspect of tourism and was consistent with the ideology of development, scale and speed. However, with the development of modernism, they faced the gradual accumulation of many fundamental social, environmental and individual contradictions. With the birth of postmodernism, tourism research has also found an opportunity for renewal,". The greatest contradictions of mass tourism (recreation) and

postmodernism, these scientists call antithetical pairs: authenticity - falsehood; harmony is strength, functioning is liberation, and the category of strength is key. Understanding such categories in relation to tourism and recreation leads to the idea of changing the very concept of postmodernism, and "strength" in a broad sense is the provision of external, usually institutional resources to maintain recreational and eco-harmony.

Sutton & House (2004) consider a new form of tourism in the so-called postmodern landscape. An important issue is the attitude to tourism, which is currently divided into postmodern (hyperreality, imagery, loss of values) and the attitude of the people of the "New Age". Although the latter form of attitude recognizes the postmodern loss of reality, it believes in reconstruction, the discovery of reality and a new meaning in the contemplation of tourist places and artifacts ("Tourism is a search for reality"). Both types of attitudes toward tourism involve addressing a major personal ontological issue — fleeting self-identity, , but the selfish and hedonistic tendencies of modern man lead to distrust of geographical metanarratives, eclecticism, and solipsism in the world, (Sutton & House, 2004). Despite this, "New Ager tourists" are increasingly showing conceptualism in relation to nature, real and eternal. This means that eco-tourism is currently a promising niche for intangible benefits.

In turn, Wang (1999) projects postmodernism, objectivism and constructivism on the existing tourist experience in society and concludes: "existential authenticity is an alternative source in tourism". This means that intrapersonal and interpersonal factors determine the philosophy of each individual traveler and help him understand himself and others. Obviously, ecotourism claims to be one of the directions of the philosophy of postmodern tourism.

One should pay particular attention to the relationship between globalization, tourism and the postmodernist consciousness of society. Indeed, postmodernism in this triad is a way for individuals to adapt to new conditions (Zotic et al., 2014). People are changing attitudes and values about the environment, mentality, resources and, as a result, tourism. The latter is transformed from economic activity to social and leisure lifestyle (Zotic et al., 2014). It turns out that in postmodern times, tourism is becoming a niche elastic structure that claims a new form of social consciousness, as it focuses on mass cultural aspects - identity, taste, simplicity, authenticity and uniqueness. New tourism is expected to appear, which will eventually become a bridge to non-tourism due to the constant movement of the population, migration, virtual tourism without leaving (Zotic et al., 2014).

Ecological tourism is important in people's lives, directly affects the social, cultural and educational spheres. The concept of ecological tourism is considered as all forms of tourism in which the main motivation of tourists is observation and communication with nature and which contribute to the preservation of the environment and cultural heritage, with minimal impact on them.

The problematic issue of the availability and liquidity of ecotourism is the relationship of the perceived authenticity and identity of objects to the postmodern multimodal authenticity of the subjects, that is, the tourists themselves. Praswati & Suryoko (2020) conducted a special study on this issue last year. They also studied how these relationships affect the popularization of tourist ecological places in everyday communication ("from mouth to mouth") and the desire to visit them again (Praswati & Suryoko, 2020). The results of the social research were processed by SPSS 24 programs and showed that the main value that motivates visiting ecotourism places is their authenticity (even in the absence of other values). The authors proved the presence of a wide range of loyalty of tourists with a postmodern consciousness, the presence of active interaction and exchange of personal experience of tourists, which increases the attendance of ecological places. Thereof we can conclude that postmodernism defines the "concept of reliability of tourist destinations" in the minds of tourists. Accordingly, it is interesting to study visits by tourists of the postmodern period not to authentic, but to artificial places against the background of ecological ones, in particular to places that are imitated and integrated into a desert area. This study was carried out by Reichel et al. (2008) based on a survey of more than 400 tourists. The study showed that the carriers of the postmodern consciousness do not see the contradiction between the authentic elements of ecotourism and thematic modeling in their background: "They expressed a clear advantage of developing tourist attractions with appropriate infrastructure and thematic modeling that preserve the local nature and culture" (Reichel et al., 2008, p. 23). Thereof we can conclude that postmodern consciousness is equally sensitive to authentic, genuine and artificial, entertaining and comfortable.

In connection with such trends, the problem arises of studying the postmodern constructive approach to the ecological consciousness, values and experience of tourists. Whereas earlier such a study was based solely on the ecological behavior of tourists in the context of ecotourism, now the social reconstruction of the consciousness of postmodern tourists, the plurality and diversity of their experiences and values, come to the fore (Kachel & Jennings, 2010). The authors believe that in the future it is

possible to promote a postmodern educational constructive tourism paradigm not only to study the ecological values of tourists, but also to modify the behavior of these tourists in accordance with the concept of sustainable development, including within the framework of the so-called "Decade of Education for Sustainable Development".

Analysis of the experience of higher education institutions in foreign countries shows that the future teacher, who has undergone professional training, quickly adapts to the professional environment, is able to clearly articulate the purpose and objectives of their activities, predict its results, has professional intuition and professional communication skills. For practical training in higher education institutions of foreign countries, the amount of practical classes is from 25% to 50% of the total curriculum (Poland and Denmark - 25%, Great Britain - 50%).

In our opinion, these features, adapted to our conditions, should be introduced into the educational process of higher education institutions of Ukraine, which can be a source for analysis and rethinking the provisions of the domestic system of vocational training for physical education teachers and significantly strengthen their competitiveness in the labor market.

Problems of training future teachers of physical education in Ukraine

The problem in question appears to be rather relevant, which can be proved by numerous studies. Zorin & Kvartalnov (1999) were engaged in research of professional training of future specialists in the field of tourism within the traditional educational paradigm; peculiarities of formation of managerial competence of future specialists of physical education simultaneously with tourism were studied by Dubrevsky (2013). Emphasis is placed on both sports and health tourism, and ecological tourism (Dmitruk & Dmitruk, 2009; Dudorova, 2009; Kosolapov, 2005; Onishchuk et al., 2020; Maksymchuk et al., 2020).

A detailed analysis of relevant sources on professional training of future physical education teachers makes it possible to identify some promising features for Ukraine of such training:

a) it is necessary to combine the requirements of society and take into account the individual characteristics of the future teacher in determining the criteria for selecting students for university (and not a set as now in Ukraine). The main requirements for admission to the university are the academic professional and pedagogical abilities of the student; basic knowledge and skills necessary for successful learning in a higher education institution. To obtain a certificate for teaching physical education, the graduate must demonstrate the

formed competencies of the teacher, compliance of his professional activity with national standards, which are assessed in the process of analyzing the student's professional activity, not control of his theoretical knowledge (Melnyk et al., 2019).

b) in universities in the educational process attention should be focused on the formation of special knowledge of the future teacher, based on the integration of knowledge and skills acquired in the study of disciplines and a number of practices, rather than on broad theoretical and general sports training (which provides knowledge and technical training in different types of physical activity).

c) an essential component of the process of professional training in higher education institutions should be practical training, which undoubtedly contributes to the consolidation of knowledge, skills and abilities acquired in the educational institution, forms the student's professional readiness to solve real practical problems.

The analysis of the scientific literature on the researched problem at the propaedeutic stage (before modeling of educational conditions) allowed carrying out selection and modification of a number of domestic methods relevant for diagnostics of professional competences in the field of ecological tourism. These include: a) methods of diagnosing students' learning motivation (Ilyina, 2014); methods of diagnostics of value orientations in career (according to Schein (1996)), diagnostics of translation and adaptation of discourses - *personal component*; b) tests to identify the levels of the cognitive component of professional competence in ecological tourism (author's development) - *cognitive component*; c) test to determine the level of formation of the praxeological component of the FPTE professional competence in the field of ecological tourism (author's development); level of physical fitness according to state tests - *praxeological*; d) test "Assessment of the level of creative potential of the individual" (according to the method of Andreev (1988)) - *a reflective component*.

Thus, education content should adhere to the competency-based approach. The latter is seen as one of the most essential principles of updating curricula. It allows one to incorporate innovative technologies of teaching and learning in the educational process, which will motivate future specialists in physical education to enhance their professional competence.

Theoretical and methodological model of future physical education teachers' professional competence in ecotourism

A detailed analysis of ecological tourism, its structure, forms of tourism activities shows that the professional training of physical education

teachers in terms ecological tourism is rather multifunctional. A fundamental specific feature of this training is the need to implement an integrated approach to the formation of its content, selection of methods and forms, as it integrates professional knowledge, skills and abilities inherent in physical education teachers (didactic, academic, perceptual, language, organizational, authoritarian, communicative, etc.), and a trainer-teacher of ecological tourism (organization of the educational and training process on ecological tourism). Thus, the priority goal of forming the professional competence of the FPTE in the field of ecological tourism is their training as PE teachers and coaches in ecological tourism.

Given significant demand for specialists in this field, professional training of PE teachers in terms of eco-tourism should be provided at the faculties of physical education for the specialization "Ecological and sports tourism", because this specialization takes into account this training.

The priority tasks in the course of the research were determined: to boost motivation and interest in ecological tourism; to incorporate ecological tourism in professional activities; to motivate future teachers for professional development; to urge future teachers to acquire appropriate professional skills to introduce ecological tourism in the educational environment; to develop personal qualities that will promote eco-tourism in professional activities. The following components were identified in the formation of the FTPE's professional competence in the field of ecological tourism: personal, cognitive, praxeological, reflexive.

The specifics of forming professional competence in future physical education teachers in terms of ecological tourism have prompted to the pedagogical conditions described below.

The first condition (focusing professional training of future PE teachers on the development of sustainable motivation to consolidate professional skills in ecological tourism and use them in practice) was implemented by applying an integrated approach to a bachelor's degree. The chosen courses have positive influenced the formation of professional competence in future PE teachers in terms of ecological tourism and have created a solid basis for increasing their motivation to apply the acquired knowledge, skills and abilities. This is used in the integration of individual modules on ecological tourism in the curricula of the following disciplines: "Introduction to the specialty and information culture of the student", "History of Physical Culture" (1st year); "Organization of mass physical culture", "Safety of life with the basics of labor protection", "Sports and pedagogical improvement" (2nd year); "Prevention of sports injuries", "Tourism with teaching methods", "Hygiene of physical education and sports" (3rd year);

"Fundamentals of health nutrition", "Adaptive physical education", "Fundamentals of rehabilitation" (4th year). Priority common themes of the selected disciplines are: the current state of ecological tourism in Ukraine and abroad, problems and prospects for the development of ecological tourism; socio-economic, organizational, program-normative, psychological-pedagogical and scientific-methodical bases of ecological tourism development; typology, history, geography and local lore of tourism; technique and tactics of ecological tourism, etc. Modules on ecological tourism included lectures (introductory, review, problem lectures), seminars (seminars-talks, seminar-press conference, seminar-round table), practical classes using interactive, game, reflective methods (solving situational problems, crossword puzzles), performance of didactic tests, questionnaires, etc.), motivational trainings aimed at modeling future professional activity, awareness of the value attitude to it. The main purpose of the implementation of the content of education, in accordance with the first condition, is the formation of students' positive motivation for teaching.

The second condition lies in enhancing professional training of future PE teachers by incorporating the specialization in ecological and sports tourism in a master's degree. The chosen courses consider social order to preserve children's and young people's health via ecological tourism. In turn, this contributes to expanding students' scientific ideas on the functions of such tourism, as well as professional duties and professional competence of future PE teachers. In the context of a master's degree, professional training seeks to form the mentioned professional competence. In this regard, the range of disciplines of specialization "Ecological and sports tourism" is expanding due to such disciplines as: "Ecological and sports tourism" and the addition of the content of disciplines "Management and marketing in ecological and sports tourism", "Methods development of sports tourist routes "," Organization of competitions in tourist multidiscipline events"," Sports and health tourism in the system of physical education of students "ecological modules. The specificity of the activity at this stage of preparation is the organization of educational, practical and research activities of students, in which the cognitive needs of students are realized. Considerable attention is paid to the links between the disciplines aimed at studying the peculiarities of ecological tourism and the disciplines of the training cycle.

According to the classical structure of activity, the author's model for forming future teachers' professional competence in ecological tourism acts as the system that includes such main blocks as goals, content and

results (see Table 1). Their structural elements are in close interrelation with each other.

The main structural elements of the author's model are the following components of professional competence: goals, objectives, principles, organizational and pedagogical conditions, methods and forms. All together, they aim to form future teachers' professional competence in ecological tourism. It must be noted that the model also involves relevant criteria and indicators to assess the main result, namely, professional competence of future PE teachers in ecological tourism.

The *goals block* is determined by the components of professional competence, as well as the need to promote health among children and young people through ecological tourism. In the context of forming the competence in question, the following components were identified: personal, cognitive, praxeological, reflexive. Let's take a closer look at the content of each of them.

Table 1. Structural blocks and elements of the author's model for forming future teachers' professional competence in ecological tourism

Structural blocks	Elements
Goals	- the goal due to society the of social services for the formation, promoting health among children and youth through ecological tourism
	- components: personal, cognitive, praxeological, reflective
	- tasks of forming future teachers' professional competence in ecological tourism
Content	- relevant organizational and pedagogical conditions
	- relevant forms and methods
	- relevant courses (bachelor's and master's degrees)
	- relevant criteria and indicators
Results	- levels
	result: professional competence of future PE teachers in ecological tourism has been formed

During the introduction of the second pedagogical condition, information saturation of all types of classes was provided (lectures with consideration of professional situations, lectures-information, lectures-visualizations, dual lectures, audio classes, master classes). Traditional and

innovative methods were used (visual, verbal, practical, exploratory, research, problem-based teaching, project method, educational dialogue, brainstorming, situation modeling, etc.). A comprehensive program of practical training of students was developed, the main provisions of which were implemented in the process: camp gathering on ecological tourism (I year) - formation of attitude and motivation to participate in tourist activity, activation of interest in participation in it, actualization of students' primary knowledge of ecological tourism, features of the organization of tourist actions; industrial pedagogical practices (II-III years) - deepening of professional knowledge, formation of professional skills in conducting various forms of ecological tourism (excursions, weekend hikes, competitions in tourist all-around), group work on ecological tourism, etc.), development of organizational and communicative qualities; industrial pedagogical practice in the profile of future professional activity (IV year) - the formation of professional skills in the organization and conduct of ecological tourist trips and gatherings, tourist animation, laying and description of tourist routes; industrial assistant and pedagogical practices (1st year of master's degree) - deepening of knowledge during the study of disciplines of specialization "Ecological and sports tourism" directly in the university, as well as the formation of practical skills in the specialty. An effective form of organizing the educational process is also the research activities of students, which contributes to the development of a non-standard approach to the use of ecological tourism in professional activities.

The third condition involves instructional and methodical support for forming future teachers' professional competence in ecological tourism. It was important to expand future teachers' knowledge about ecological tourism. For this purpose, before the experiment, a special course "Formation of professional competence of future teachers of physical education in the field of ecological tourism" was read (26 hours); an educational and methodical seminar (12 hours) was held, the task of which was to master teachers of computer and information technologies in the field of ecological tourism. For quick access to the necessary materials with the help of the e-learning system Moodle, a database of author's scientific and methodological materials for studying professional disciplines has been created. In order to deepen professional knowledge, electronic versions of textbooks have been prepared: "History of ecological tourism development", "Non-standard equipment in physical culture and ecological tourism", "Ecological tourism".

The fourth condition lies in applying competency-based, systemic, personality- and activity-oriented approaches to studying professional

courses. It must be noted that these approaches have positively influenced the process of forming future teachers' professional competence in ecological tourism.

Thus, by modeling based on the study of theoretical sources and practical experience in the article developed and theoretically substantiated the framework structure and content of the model for forming future PE teachers' professional competence in ecological tourism, namely:

- *for the first time*, pedagogical conditions that ensure the formation of the mentioned competence have been determined and justified (focusing professional training of future PE teachers on the development of sustainable motivation to consolidate professional skills in ecological tourism and use them in practice; enhancing professional training of future PE teachers by incorporating the specialization in ecological and sports tourism in a master's degree; providing instructional and methodical support for forming future teachers' professional competence in ecological tourism; applying competency-based, systemic, personality- and activity-oriented approaches to studying professional courses);

- the content of the basic concepts of the study "the professional competence of physical education teachers", "ecological tourism", and "the sphere of ecological tourism" *was clarified*);

- the organizational and methodological conditions for preparing the FTPE for the use of ecological tourism *have been improved* on the basis of: introducing ecological tourism modules using binary and problem lectures, varieties of seminars (conversations, press conferences, round tables), solving situational tasks, conducting role-playing games, and practical search tasks; adjustment of comprehensive practical training programs for students; organization of extracurricular activities;

- the problem of the formation of the FTPE professional competence in the field of ecological tourism as an integral part of their professional competence *has acquired further development*.

The practical significance of the results is to develop and implement the following constructs in professional training of future physical education teachers: specialization "Ecological and sports tourism", *modules of ecological tourism* as part of the disciplines of the training cycle, *textbooks*: "Mini-dictionary of ecological tourism", *electronic versions manuals*: "History of ecological tourism", "Non-standard equipment in physical culture and tourism", methodical developments "Organization of tourism", "Ecological tourism" for teachers and students of free economic zone. Developed and implemented comprehensive programs of pedagogical practices and research activities of students; the program of work of a student tourist club. The

research materials were used in the process of modernization of FTPE professional training, in theoretical and experimental research on the theory and methods of vocational education, to improve the educational process in higher education institution.

Conclusions

A detailed analysis of initial levels of future teachers' professional competence in ecological tourism has confirmed the relevance and feasibility of the chosen research problem, its insufficient theoretical development in the pedagogical theory and practice of postmodern Ukrainian didactics. This is due to the fact that the specialization "Ecological and Sports Tourism" is absent in the curriculum of the FTPE training in higher education institutions of Ukraine. It has been proved that the training of the FTPE, capable of using ecotourism at a high level in professional activities, is one of the important conditions for increasing the interest of children and youth in physical education, tourism and sports, ensuring the necessary physical activity, development, preservation and strengthening of their health. *Ecological tourism* is defined as all forms of tourism, motivate tourists to observe and communicate with nature, contribute to the preservation of the environment and cultural heritage, having a minimal impact on them. We view *PE teachers' professional competence in ecological tourism* as an integrative characteristic of a person, it contains a combination of motives and interests, theoretical knowledge, practical skills, professionally important qualities (physical fitness, creativity and empathy, communication and organizational skills).

It was revealed that the effectiveness of forming future teachers' professional competence in ecological tourism depends of the implementation of the following pedagogical conditions: focusing professional training of future PE teachers on the development of sustainable motivation to consolidate professional skills in ecological tourism and use them in practice; enhancing professional training of future PE teachers by incorporating the specialization in ecological and sports tourism in a master's degree; providing instructional and methodical support for forming future teachers' professional competence in ecological tourism; applying competency-based, systemic, personality- and activity-oriented approaches to studying professional courses.

Provided educational and methodological support for the formation of professional competence of the FTPE in the field of ecological tourism, includes: copyrighted educational and methodological complexes of disciplines of specialization "Ecological and sports tourism" and their

electronic content; study guide and methodological recommendations; comprehensive practical training programs; test items; the program of work of the tourist student club of Zaporizhzhya National University.

The implementation of certain pedagogical conditions for the higher education system will enable the effective formation of future teachers' professional competence in ecological tourism.

Thus, the solution of the research problems made it possible to achieve its goal - the scientific justification of the totality of pedagogical conditions that ensure the effectiveness of the formation of professional competence of the FTPE in the field of ecological tourism.

At the same time, the study does not exhaust all the directions of studying this problem. Further research should aim to update professional courses in accordance with the changes stipulated by state education standards under the requirements of the new Law of Ukraine "On Higher Education" and discover ways of introducing new technologies of teaching and learning in professional training of future physical education teachers.

Acknowledgment

The authors express their gratitude to the administrators of electronic resources and libraries for the provided up-to-date information on the topic. They also want to highlight aspects of personal involvement in writing the article. Natalia Makovetska was engaged in the formulation of the problem, the search for contradictions in the formulation of the research subject, coordinated the general collection of data. Anatoly Konokh analyzed the problems of training future physical education teachers in ecotourism in Ukraine; Anatoly Orlov researched international sources of problems of ecological tourism development in postmodern society; Olena Konokh substantiated pedagogical conditions for forming future PE teachers' professional competence in ecological tourism in Ukraine with the help of theory, and Evgen Karabanov and Andriy Konokh developed a theoretical and methodological model of future physical education teachers in the field of ecotourism.

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