

кількістю пропозицій турів у відповідності до запитів різних категорій туристів: фототури до нарцисів, крокусів, тюльпанів. Альтернативними можуть бути й тури до європейських зубрів. Завдяки світлинам у соцмережах рекламним акціям турфірм люди дізнаються про зубрів та заказник «Зубровиця».

З кожним роком усе більше уваги приділяється покращенню стану туристичної інфраструктури. Існує досить густа мережа доріг загального користування обласного й місцевого значення, першочерговим призначенням яких було використання для потреб лісового та мисливського господарства. У межах Сторожинецького та Банилівського лісництва облаштовані й заклади розміщення – сучасні будиночки лісника, місткістю 10-15 осіб з місцями для рибальства, альтанками тощо.

Основними видами рекреації в межах об'єктів ПЗФ є відпочинок, екскурсійна та туристична діяльність. Останнім часом ще й набувають популярності такі види, як рибальство та фотополювання. Окрім вищевказаного туристичні поїздки до таких місць мають екопросвітню складову, що наразі є актуальним з огляду на зростання антропогенного впливу туризму на довкілля.

Перелік використаних джерел:

1. Закон України «Про природно-заповідний фонд України» №2456-ХІІ від 16.06.1992 [Електронний ресурс]. - Режим доступу: <https://zakon.rada.gov.ua/laws/show/2456-12>

2. SWOT-аналіз і аналіз програми (GAP-аналіз) політик, програм, планів і законодавчих актів у галузі сільського господарства та підготовка рекомендацій щодо їх удосконалення відповідно до положень Конвенції Ріо / О. Г. Тараріко. – Херсон ФОП Грінь Д,С., 2016 – 104с.

3. Проблеми географії та менеджменту туризму: монографія / Явкін В. Г., Руденко В. П., Король О. Д. та ін. – Чернівці: Рута, 2006. – 260 с.

N INTEGRATIVE ROLE OF THE TOURISM STUDIES AT THE FACULTY OF THEOLOGY OF THE OPOLE UNIVERSITY

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In 2012 at the Faculty of Theology of the Opole University a new field of study was initiated, namely Tourism and the Mediterranean Culture. Its structure is constituted by a first-cycle programme (bachelor's degree) and a second-cycle programme (master's degree). The graduates of the studies are prepared to work in generally understood tourism as well as in cultural institutions, being focused on tourist and cultural contacts at the same time. The selection of subjects provides a solid basis for cosmopolitan thinking and independent problem solving in the area of tourist and cultural activities in the Mediterranean Basin and the Middle East.

Key words: *tourism studies, Mediterranean culture, Middle East, integrative thinking, tourist activity.*

The current generation is a witness of numerous social and political changes taking place in the whole world and thus present also in the states of the European continent. After structural changes resulting from the political breakthroughs in 1990s for the inhabitants of Europe, especially its eastern part, the next stage of history has begun. Business and economic institutions as well as cultural and educational ones, using their creative potentials, have been engaged in the creation of a new reality as fully as possible.

Among them a significant fact has made its mark in the history of Opole, a city in the south of Poland, namely the creation of the Opole University with the Faculty of Theology, whose representative I am. Within the faculty the following fields of study are offered: *Theology, Family Sciences, Musicology, and Tourism and the Mediterranean Culture*. The presence of the field of study with tourist goals at our faculty is consistent with the subject chosen by the organizers of the present conference.

1. Characteristics of the field of study *Tourism and the Mediterranean Culture*

The field of study known as *Tourism and the Mediterranean Culture* constitutes scientific knowledge on countries, nations, cultures, and religions of the Mediterranean Basin and the Middle East. The knowledge includes several aspects such as historical, philological, cultural, religious, and political with particular emphasis on branches of science like history, philosophy, literature, fine arts, religiology, culture, Judaism, law, and theology.

Thus, the subject of that field of study is the birthplace of the ancient world and thereby the European civilization. Besides, more than ever before, the presence of Judaism and Islam in this region, beside Christianity, requires in the contemporary world marked with globalization more in-depth knowledge of the world, particularly of all relations between those religions and manifestations of culture inspired by them. A mixture of elements of culture, religion, and art across 2,500 years, in other words, since the so called classical epoch in Greece up to our times, causes that it is a field of science still present at universities on a global scale which is shown by the activity of the Mediterranean Studies Association (organizing congresses annually and publishing a periodical).

The tourism field of study at our faculty includes full-time first-cycle studies divided into two modules – Tourism Management and Management of Culture Resources – and second-cycle studies constituted by one module, namely Culture Tourism in Post-Byzantine Countries. The above mentioned modules present the aim of those studies and thus comply with graduate's qualifications. Owing to them a graduate, as an expert on cultures, history, and religions of the Mediterranean and the Middle East, is prepared to undertake employment in institutions establishing and maintaining international, intercultural, and interreligious contacts such as travel and pilgrimage agencies, sales offices, and companies cooperating with countries in those areas. Moreover, he is prepared to work in the institutions of widely understood culture and education, namely in culture centres or units, art galleries, as a teacher of the ancient, Mediterranean, and Byzantine culture and even as an employee in scientific and research institutions.

2. A cognitive and integrative aspect of the studies within the framework of the field of *Tourism and the Mediterranean Culture*

As it can be observed in the description above, the students of that specialization during their first-cycle studies have an opportunity to acquire the knowledge that reaches the old times of the European continent. Getting familiar with the Greek and Roman philosophical thought reveals the rich thinking space of the elites that lived in the Roman Empire. A similar role is that of literature having been created over 2,500 years, first the ancient literature and then of the particular circles of the European cultures. A philosophical and literary face of the history of Europe within our studies is complemented with learning about history and culture of the subsequent historical periods. Still, the basis, which the above mentioned fields of creative activity of the inhabitants of Europe rest on, is familiarizing with its political history.

The specified subjects, especially those of a historical character, allow students to perceive values reaching the roots of the European culture as well as to observe their development in traditions of different nations of Europe. Thanks to the subjects of that kind the students have definitely greater awareness of the role of the history of Europe, so important for current culture changes. That results in the appearance of students' conviction regarding the common history which in turn should lead to integrative tendencies at the stage of learning and thus to form students' openness and tolerance towards other nations. Common historical origins are of a unifying character, leading to the creation of brotherhood in international contacts.

As for the contribution to the increase of tolerance, at the cognitive stage this role is played by the subjects of a religious nature. Students become familiar with monotheistic religions present in Europe such as Christianity, Judaism, and Islam. The consequence of coexistence of those confessions in our geopolitical system is not only learning the rules of life in each of the denominations but also mutual respect and tolerance. Deeper knowledge of mutual relations is acquired within subjects that are aimed at the analysis of multi-faceted relations between Christian confessions and between religions in general.

An important integrative role is also played by legal and political subjects. Knowledge of legal systems and political problems in the Mediterranean states allows students to accept various possibilities of solving current political issues in the light of the law of a particular state. A subsidiary role in that political and legal discernment is played by the contents of the subjects that present a cultural perspective, mainly diplomacy and communication that support the identity of a given state.

Specific deepening of the cognitive aspects is the knowledge transferred during the second-cycle studies and referring to the heritage of the eastern part of the Roman Empire after its break-up thus having been created in the areas of Byzantium. Its history had a profound impact on the contemporary culture and mentality of the inhabitants of the Europe-Asian border region. Students receive comprehensive information about the history of Byzantium and are also acquainted with interesting information related to Jewish and Arabic philosophy, religions present in the Middle East countries, and political relations and cultural differences of the Middle East states. That knowledge teaches students to be open to the values of the states located to the south east of Poland and the openness in turn becomes inspiration for further efforts to get familiar with those areas.

A specific cognitive circle during the second-cycle studies is a field of knowledge related to religious values that gathers very characteristic information in this regard. They reveal the differences between religiosity of the Western Europe countries and countries of the Middle East having resulted from a very important event which took place in 1054, namely the East-West Schism. That division in the womb of Christianity reveals the religious and cultural differences of our times in a highly visible way. In order to get familiar with that other religiosity the students are offered subjects describing religions existing in the Middle East countries, their sepulchral culture, biblical archeology, and the liturgy of the Eastern Churches. That category of subjects affects forming of students' attitude of tolerance and their skills of an integrative approach in mutual contacts.

3. A practical and integrative aspect of the studies in the field of *Tourism and the Mediterranean Culture*

A cognitive role of a wide range of subjects referring to the Roman Empire and Byzantium significantly results in practical students' skills. Since the specialization relates to tourism and culture, its programme includes subjects aiming at giving students practical directions with regard to the performance of tourist tasks in the above-listed countries of diverse culture. They are grouped in three categories of practical references to didactic goals set within this specialization.

Practical directions and recommendations within the first category have been included in the subjects directly connected with the tasks of generally understood tourism. Except for the basics of tourist knowledge transferred during lectures students receive a great deal of practical information about tourist traffic management, tourist management and marketing, organization of religious tourism as well as information that forms sociological and psychological attitude towards tourist issues.

A kind of particular verification and consolidation of the skills developed during the classes is a two-week professional practice that students undergo in a variety of tourist institutions. Among them there are accommodation establishments, tourist information offices, and tourist and culture departments in municipal and commune offices. This kind of professional practice can be substituted with a study abroad trip within the framework of the

Erasmus programme. Both forms teach students openness to multiculturalism in contacts with possible customers or applicants.

The second category of practical skills referring to the didactic goals of the field is constituted by a subject of the second-cycle studies, namely icon writing. Thanks to high competencies the subject tutor transfers to students skills needed to write icons. Students gain their qualifications during a whole year education process and regardless of their artistic abilities they present a completed work in the form of an icon. This kind of contact with the religious culture of Orthodoxy is another opportunity to form a positive attitude towards different religious culture.

The third category of practical skills that improve students' competences is constituted by foreign languages envisaged in the programme. In addition to classical languages such as Latin and Greek, being official languages in the areas of the former Roman Empire, the students are obliged to learn contemporary languages. The latter ones include a language individually chosen by a student at B2 level, a Romanic language (Italian, Spanish, French) chosen by a particular group at A1 level during the first-cycle studies, and an Arabic language and specialized vocabulary of a chosen language during the second-cycle studies. Learning a few languages from the area of the Mediterranean and Byzantine culture, regardless of the level of language proficiency, indicates a universal attitude in the contacts with representatives of different nations inhabiting those areas.

Besides, it is worth emphasizing that studies within the field of *Tourism and the Mediterranean Culture* are of an international character because of the presence of foreigners. Among lecturers there is a representative of Morocco and a young scientist from Ukraine. As for first-cycle students there are eight people from Ukraine (four in the first year and four in the second year of studies). Everyday interpersonal contact results in students' mutual knowledge of culture mentalities and at the same time it urges them to accept other values.

To conclude the presentation of the tourism study programme at the Faculty of Theology of the Opole University, it should be stated that the curriculum of that specialization is entirely consistent with the modern scientific space, fully meeting the challenges of contemporary tourism and concurrently fulfilling requirements by the Ministry of Science and Higher Education in Poland. Except for the acquired knowledge and practical competencies the students, thanks to the above presented structure of the curriculum, are activated both to integrative efforts and openness to other nations and mutual respect.

РЕГІОНАЛЬНІ ЗАСОБИ ІНТЕРПРЕТАЦІЇ СПЕЦІАЛЬНОЇ ГЕОЛОГІЧНОЇ ІНФОРМАЦІЇ ПРИ ГЕОТУРИСТИЧНИХ ЗАХОДАХ (НА МАТЕРІАЛАХ ПАМ'ЯТКИ ПРИРОДИ «СМОТРИЦЬКИЙ КАНЬЙОН»)

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The publication reveals the peculiarities of the organization of research work as an element of a geo-tourist event. Conditions and factors of their effective realization are revealed.

Key words: *geotourism, Smotrych river, Silurian period.*

Значним викликом у розвитку вітчизняної (зокрема для території Поділля) туристичної сфери є попит на якісний геотуристичний продукт. Це обумовлено популяризацією напрямку та наявністю значних незадіяних ресурсів. Ефектні форми рельєфу (каньйони, ерозійні останці), чи тектонічні структури сприймаються контрастно на фоні загального ландшафту і тому не потребують додаткового зосередження уваги,