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## Development of a methodology for assessing the quality of professional training of future specialists in physical education and sports

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### Abstract

**Relevance.** The relevance of the study is conditioned by the rapid development of the field of physical education and sports, and the growing requirements for the qualification of specialists.

**Purpose.** The purpose of the study is to develop a methodology for assessing the quality of training of specialists, based on a review of the best world practices.

**Methodology.** The following research methods were used: systematisation method, analysis, comparison, synthesis, deduction, classification, and questionnaires.

**Results.** In the course of the study, current trends in the field of physical education and sports were revealed, modern approaches to training and trends in the fitness industry were considered, and the role of physical education and sports specialists was updated. The international experience of such leading countries in the field of education as the USA, France, and Japan considered in the paper helped to identify both strengths in the Ukrainian system of professional training of specialists, and to justify that in the system of training specialists in the field of physical education in Ukraine have problems and shortcomings, which consist in the lack of an integrated approach to professional training, limited use of innovative methods, and adaptation to individual needs of students. Based on the data obtained, a way to improve existing educational programmes was proposed to bring them in line with the best international practices. The developed scheme of key elements and ways of their implementation for training specialists in the field of physical education and sports in

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Ukraine became the basis for creating a methodology for evaluating the effectiveness of Ukrainian educational programmes in the field of physical education and sports according to six key stages.

**Conclusions.** The research materials can be used for direct assessment of existing educational programmes in the field of physical education and sports and their further improvement.

**Keywords:** educational programmes; improvement of Ukrainian education; international experience and cooperation; efficiency evaluation; practical skills; development of competencies.

## **Introduction**

The growing focus on a healthy lifestyle and awareness of the importance of physical and psychological well-being encourages people to engage in active sports. This interest is marked by the diversity of sports events, the demand for fitness services and the expansion of the sports consumer market, which indicates an important socio-cultural shift in society's attitude to physical education. The relevance of the study lies in the fact that society has formed a demand for the creation of more effective and modern programmes, adapted to the needs of society in professional training of specialists in the field of physical education and sports.

The problem of this issue is the complex interaction of various factors that affect the quality of training of specialists in the field of physical education and sports, and changes in the socio-cultural environment and current trends in physical activity raise the question of adapting programmes to new realities. Thus, the importance of studying the issue of professional training in the field of sports is based on the need to prevent the development of such a negative phenomenon as the discrepancy between educational programmes and public demand, their obsolescence, and uncertainty in the process of innovation implementation.

Challenges in the field of training of physical education and sports specialists in Ukraine cover the lack of funding for this field of education and sometimes outdated educational programmes, which negatively affects the quality of professional training of students [1; 2]. To develop and implement modern approaches in the field of physical education and sports, international experience exchange programmes were introduced in Ukraine, and national associations, federations, and other organisations worked to improve the standards and requirements for professional training, which contributed to improving the level of qualification of future specialists [3-5].

T. Gulko & L. Rybalko [6] considered the need to adapt training programmes and methods to the conditions of martial law. Researchers proved the importance of developing stress tolerance and adaptive abilities through physical training and the need to develop specialised physical training programmes aimed at developing students' adaptive mechanisms for learning in conditions of military conflict. V. Naumchuk *et al.* [7] revealed the importance and impact of animation activities on the pedagogical process in secondary schools. The researchers found that the development of readiness of physical education teachers for animation activities contributes to increasing the motivation of students, developing creative abilities and improving the overall pedagogical environment in schools. The main focus of the study by S. Karasievych *et al.* [8] was to investigate the impact of neuropedagogic approaches on understanding and assimilation of educational material. Researchers

substantiated the need to integrate physical exercises and sports into the educational process and stressed that the use of neuropedagogic approaches in the training of future physical education teachers contributes to improving efficiency and increasing motivation for physical activity.

I. Demchenko *et al.* [9] pointed to the importance of adapting teaching methods and developing competencies that allow effective interaction with students with different physical and psychological characteristics, and also noted that in the process of training physical education specialists, special attention should be paid to the development of tolerance, mutual understanding, and the ability to adapt the pedagogical process to different needs of students. The study by H. Tsygura [10] focused on identifying key aspects that affect the quality of training of future specialists in the context of sustainable development. The results of the study showed that such organisational and pedagogical conditions as the use of interactive methods and stimulating students' independence contribute to the development of their readiness for educational activities, considering the principles of sustainable development.

The papers reviewed confirmed the interest of the Ukrainian scientific society in the study of the issue of professional training of future specialists in physical education and sports, but previous studies did not reveal aspects of international experience and ways to improve the Ukrainian system of training specialists. Thus, the purpose of this study was to develop a methodology for assessing the quality of training of physical education and sports specialists.

## **Materials and Methods**

This empirical study was conducted at the Faculty of Physical Education of Ternopil Volodymyr Hnatiuk National Pedagogical University and focused on investigating the experience of leading countries in the field of professional training of future specialists in physical education and sports and developing ways to improve the training of specialists in Ukraine using the following methods of scientific cognition: systematisation, analysis, comparison, synthesis, deduction, classification, and questionnaires.

The systematisation method in this study was used to identify and evaluate relationships and interactions in the field of physical education in Ukraine. In particular, it was used to determine and describe the structure of the education system for specialists in the field of physical education, identify the main problems, and suggest possible ways to solve them. The assessment of the impact of various factors on the functioning of the system allowed developing recommendations for improving the quality of physical education and training of specialists in this field in Ukraine. The analysis revealed key aspects and patterns

that determine the effectiveness of the physical education system. It was aimed at understanding the interaction of various components of the system, such as pedagogical programmes, resources and facilities, training of specialists, and their impact on the quality of training and training of personnel in the field of physical education. The use of the analysis helped to structure information, identify problematic aspects and potential areas for improving the physical education system in Ukraine.

The comparison was used to compare educational programmes in the field of physical education in the USA, France, Japan, and Ukraine. In particular, a detailed comparison of the main principles, goals and content of the programmes, their strengths and weaknesses was carried out. The use of the comparison method helped to identify common and distinctive features in approaches to physical education in different countries and such key aspects as the structure of programmes, the use of innovations and technologies, adaptation to the needs of modern society, and the effectiveness of achieving educational goals. This method helped to identify and highlight the prospects for improving the Ukrainian physical education system based on the best practices of world leaders in this field. The deduction was used to identify broad and general patterns in physical education and sports in a global context.

The synthesis was used as an auxiliary method of scientific cognition to combine information and key facts from various aspects of the study, due to which it was possible to create a holistic and balanced view on the topic of professional training of physical education and sports specialists and present key elements and ways of their implementation for training specialists in the field of physical education and sports. The synthesis method has proven to be an effective tool for creating a generalised view of the problem of physical education and sports, and for determining general trends and relationships between various aspects of research. Using the classification method, data were categorised to create a table for evaluating the training programme for specialists in the field of physical education and sports, and a method for decoding the results of this table was developed.

48 students took part in the survey (male – 27 (56%), female – 21 (44%), the average age of participants – 20.3 years). The sample was randomly collected among students of the 1st-4th year of the Faculty of Physical Education of Ternopil Volodymyr Hnatiuk national Pedagogical University. Participants were asked to fill out questionnaires that were sent out by e-mail. Participation in the study was informed and voluntary, and participants were guaranteed confidentiality. The use of this method allowed testing the developed methodology in practice and identifying elements of educational programmes of physical education in Ukraine that require improvement, namely: an integrated approach to professional training of physical education and sports specialists, the introduction of innovative methods, and adaptation to individual needs.

## Results

Current trends in the field of physical education and sports indicate significant changes in the lifestyle of the population. One of the main trends is the increase in diseases associated with passive lifestyles and lack of physical activity (e.g. obesity, cardiovascular disease, and

diabetes) caused by sedentary work, vehicle use, and high-calorie food consumption [11]. However, a noticeable trend was an increase in interest in fitness and a healthy lifestyle [12]. There has been an increase in the popularity of fitness centres and outdoor training, and in the context of the Russian-Ukrainian war, Ukrainian society has become acutely aware of the importance of health and the significance of an active lifestyle. Another important trend in the development of physical education is increased attention to mental health and its association with physical activity, as studies confirm the positive effects of physical activity on emotional state and overall mental comfort [13-15]. These trends serve as an incentive for the introduction of new programmes and initiatives in the field of physical education and sports in Ukraine.

Modern approaches to training and trends in the fitness industry play an important role in shaping the needs of consumers. New technologies and innovative training methods provide people with more opportunities for physical activity, from personal online workouts and fitness platforms to interactive workouts in social media communities – these innovations not only contribute to improving physical health, but also create an interesting consumer experience [16; 17]. Fitness trends also reflect a growing interest in diversity and personalisation, as consumers look for flexible and individually tailored solutions for their physical and emotional health. This approach considers the unique needs of each individual and contributes to the development of a deeper and longer-term interest in sports [18; 19]. New approaches to training and trends in fitness significantly affect the professional training of future specialists in physical education and sports. Changing the emphasis on individualisation and diversity in training requires future professionals to have a wide range of knowledge and skills [20; 21]. They should be familiar with the innovative techniques and technologies that are becoming the standard in the fitness industry.

The role of physical education and sports specialists is not only to transfer knowledge, but also to adapt training programmes to the needs of clients. Understanding current trends in fitness is a key element of successful practice, because it allows specialists to effectively contribute to the development of a healthy lifestyle and achieve specific physical goals of students. That is why professional training should include elements of practice using modern technologies and interactive methods, so that graduates are prepared for the challenges that the modern sports environment brings with it.

In Ukraine, the system of professional training of specialists in the field of physical education and sports is based on the traditional structure of higher education. At the first stage, students can apply for a bachelor's degree in physical education and sports. During this period, they gain general knowledge of the theory and practice of physical activity, training, and health. Upon successful completion of the bachelor's degree, graduates can choose a master's degree or specialised master's degree programmes in physical education and sports, allowing them to focus on specific aspects. Internships and practical experience in sports organisations, educational institutions, or fitness centres are an important part of the training, allowing students to gain practical skills and prepare for

real challenges in the profession. The structure of education in the field of physical education in Ukraine allows students to gain a wide range of knowledge and skills necessary for a career in various fields of physical activity.

In the United States, the system of professional training in the field of physical education is determined by different levels of education and a variety of educational programmes. At the first stage, students can choose a bachelor's degree in physical education or sports. Programmes typically include theoretical courses, practical classes and the opportunity to concentrate on specific sports or aspects of physical activity. Master's or professional programmes in the United States allow students to explore aspects of physical education and sports more deeply, choosing to specialise in administration, fitness, teaching, or other fields. Universities and colleges in the United States often collaborate with sports organisations and clubs, providing students with the opportunity to gain hands-on experience and internships during their studies [22]. An important part is to support students in developing careers in physical education, including opportunities to participate in conferences, workshops, and networking events for future professionals.

In France, professional training of specialists in the field of physical education is implemented through the system of higher education and specialised institutions. The structure of education in this area is based on a sequence of levels that provide opportunities for in-depth study of theoretical and practical aspects of physical activity. Students can enrol in a bachelor's degree in physical education and sports, where they gain a general knowledge of physical activity, training, and health aspects, and after completing the bachelor's degree, they can enrol in a master's degree or choose a specialised master's programme that will allow them to explore their chosen field more deeply, including: sports science, sports management, fitness [23]. Individual institutions, such as sports universities or specialised high schools, also offer programmes with higher specialisations aimed at specific areas, such as training, fitness training, or research in physical education and sports. An important part of training French specialists is the opportunity to gain practical experience through internships in sports clubs, training, and participation in specialised projects.

In Japan, the system of professional training of specialists in the field of physical education is carried out through a comprehensive education structure that combines different levels and specialisations. Students enter a bachelor's degree in physical education and sports, where they study theoretical and practical aspects of physical activity, training methods, and health aspects. In the master's programme, students have the opportunity to choose specialised programmes that allow them to explore their chosen field more deeply, such as sports science,

fitness management, or sports medicine. A significant stage is also doctoral studies for those students who want to get the highest level of expertise and conduct scientific research in the field of physical education. In Japan, there are specialised higher education schools and universities specialising in physical education and sports, where students can gain specific skills in selected areas, such as training, sports management, or research [24]. An important component is practical experience that can be acquired through internships in sports organisations and participation in specialised programmes.

Professional training of future specialists in physical education and sports in the United States, France, and Japan is marked by different features due to the cultural and educational differences of each country. In the United States, the system of higher education in the field of physical education and sports is quite flexible: students can choose specialisations at different stages, in particular at the bachelor's and master's degrees. In addition, a wide range of universities and colleges offer a variety of programmes, allowing students to focus on specific aspects of physical education. In France, physical education is based on the conventional higher education system [25; 26]. Bachelor's and master's degrees define a specific specialisation path, where students study a wide range of topics, but usually without much flexibility in choosing majors. In Japan, the training of specialists in physical education and sports is also based on the bachelor's and master's degree systems, but there are specialised higher schools and universities that specialise in specific aspects of sports. In general, each of the countries considers its own characteristics and needs of consumers of physical education and sports when developing vocational training programmes.

The organisation and structure of specialist training programmes in Ukraine are most similar to the American higher education system. In Ukraine, as in the United States, there is a system of bachelor's and master's degrees, where students can get general and specialised knowledge in their chosen field. An important part is the ability to choose a specialisation at different stages of training. Compared to the French and Japanese systems, where the general approach to higher education has its own differences and less flexibility in choosing the path of specialisation, the Ukrainian and American systems allow students more flexibility and freedom of choice at each stage of study. It is worth noting that although there are common similarities, each of these higher education systems considers the national and cultural characteristics of its country.

The transfer of international experience to the Ukrainian system of training of physical education and sports specialists can contribute to improving the quality and popularisation of this industry. Below are the features and practices that can be borrowed to improve the quality of professional training (Table 1).

**Table 1.** Ways to improve educational programmes in the field of physical education and sports

<b>Feature</b>	<b>Implementation path</b>
Flexibility and individualisation	Introduce the use of practices that provide students with the opportunity to choose specialisations and individualise programmes, which will allow students to better study their chosen industries and develop specific skills

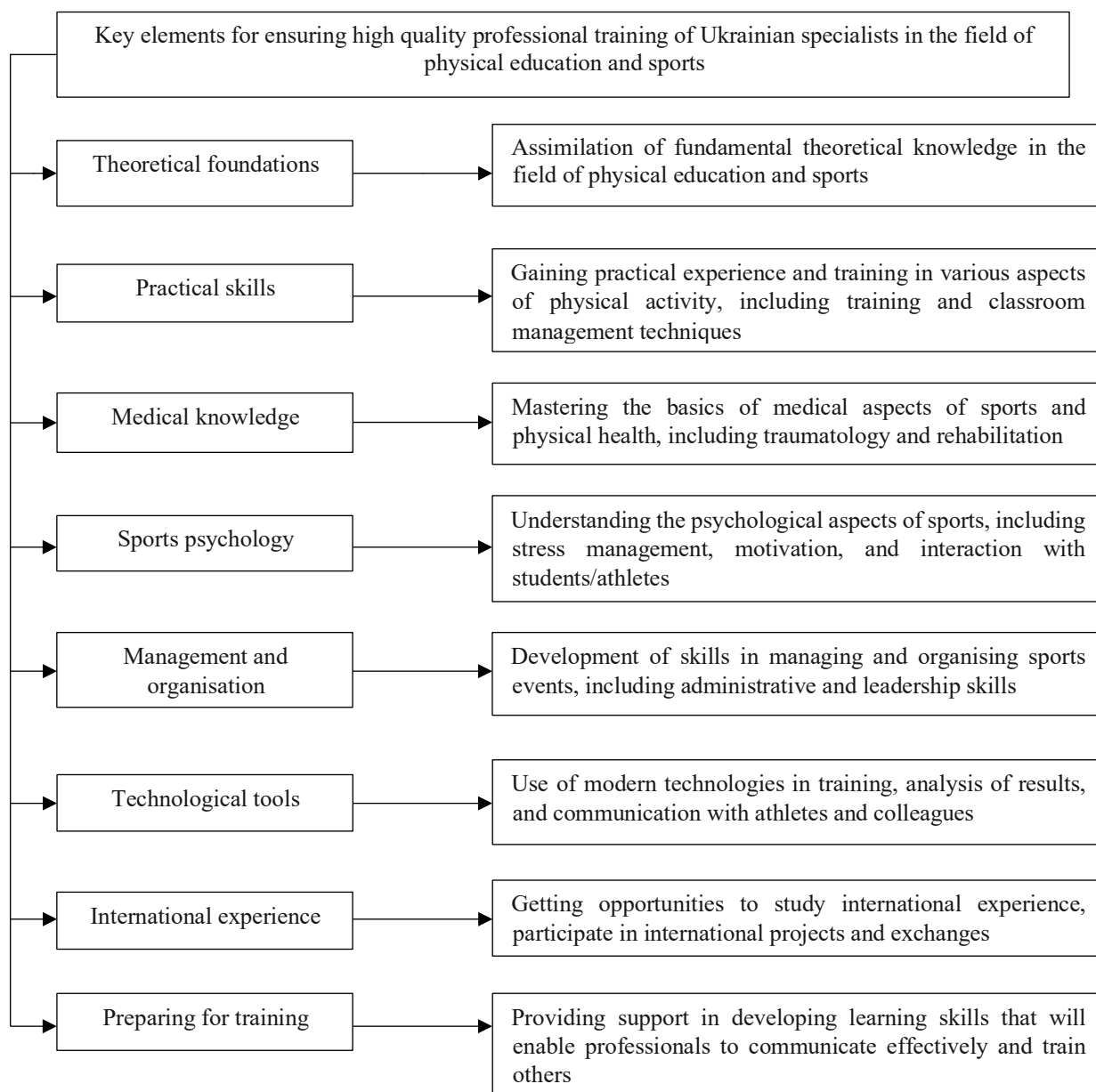
Practical experience	Improve the system of internships and practical training in sports institutions, schools, and fitness centres. Providing students with the opportunity to gain hands-on experience will make them more prepared for real-world challenges
Interdisciplinary approach	Introduction of interdisciplinary programmes and courses that include technology, health science, sports psychology, and other aspects to bring the training of future specialists in accordance with modern requirements and provide an integrated approach to training
International cooperation	Increase opportunities for students and teachers to participate in international exchanges, conferences, and projects. This allows enriching student's experience by providing access to international standards and innovations.
Labour market orientation	Implement elements that consider the needs of the labour market, such as management, marketing skills, to prepare graduates for a successful career in physical education and sports

Source: compiled by the authors.

These practices can contribute to the modernisation and improvement of the education system for physical education and sports specialists in Ukraine, making it more competitive and meeting modern challenges. In the organisation and structure of specialist training programmes in Ukraine, some weaknesses that require attention and improvement can be identified. Some programmes may remain outdated in the context of current trends and innovations in the field of physical education and sports. It is important to update the content of programmes to consider current scientific and practical discoveries. The education system may also be less flexible compared to the best international practices, and students may gain little practical experience in existing sports

facilities. Increasing the number of practical classes and cooperation with sports organisations can improve this situation. To improve the situation with the use of technology, it is recommended to integrate modern technologies such as virtual reality and online resources into training. Understanding and consideration of these weaknesses can help in the development and improvement of the training system for physical education and sports specialists in Ukraine.

Professional training of Ukrainian specialists in the field of physical education and sports should include a number of key elements to ensure high quality and develop the competencies of future specialists (Figure 1).



**Figure 1.** Key elements and ways to implement them for training specialists in the field of physical education and sports

**Source:** compiled by the authors.

The use of innovations and technologies in the field of physical education and sports in other countries indicates a wide range of measures to improve the quality of training. In particular, much attention is paid to the use of virtual reality and smart technologies to integrate interactive training. Some countries are already actively implementing interactive platforms that allow students to interact and share experiences in an online environment [27; 28]. Physical activity tracking and analysis technologies are widely used to monitor and optimise training processes. Electronic training records and performance assessment systems are also often used, which helps to track students' progress more effectively. An important aspect is the integration of modern communication tools to improve interaction between teachers and students: the use of online platforms, webinars, and social networks contributes to increasing the availability and exchange of information.

International cooperation in the field of physical education opens up wide opportunities for the exchange of

best practices and innovations and allows professionals and teachers from different countries to interact and share their experience in training [29]. This helps to enrich knowledge and expand horizons in understanding various approaches to physical activity. Interaction at the international level also creates opportunities to explore different approaches to training, managing sporting events, and training athletes. Networks of international specialists allow rapid dissemination of innovations and advanced techniques, so the exchange of ideas and technologies through global communities helps to better understand and implement innovative approaches to training and development in the field of physical education.

The methodology for evaluating the effectiveness of Ukrainian educational programmes in the field of physical education and sports should include a number of key stages for a comprehensive assessment and consider the following aspects and criteria that determine the success of

the stage and, as a result, the success of the programme (Table 2).

**Table 2.** Evaluation of the training programme for specialists in the field of physical education and sports

Evaluation stage	Criteria and aspects	Score (from 1 to 10)
Analysis of goals and objectives	Specificity of goals and objectives	
	Measurability of goals and objectives	
	Achievability of goals and objectives	
	Realism of goals and objectives	
	Time-defined goals and objectives	
Content and structure	Relevance of educational material	
	Completeness of educational material	
	Consistency and effectiveness of the programme structure	
Practical applicability	Opportunities to gain practical experience	
	Development of practical skills	
	Readiness for real challenges in the industry	
Methods for assessing and measuring progress	Evaluation system	
	Compliance with programme goals	
	Objectivity of determining the level of material assimilation	
Engagement of interested parties	Interaction with students	
	Interaction with teachers	
	Interaction with employers	
	Interaction with other parties	
Monitoring and updating	Monitoring system	
	Updates and improvements	
	Use of analysis results to drive improvements	

Source: compiled by the authors.

Methodology for decoding the results of evaluating a professional programme in physical education and sports:

1. Analysis of goals and objectives: 39-50 points – clearly formulated, measurable, achievable, realistic, and time-defined goals and objectives; 26-38 points – a satisfactory level of formulated goals and objectives, but there is room for improvement; 25 points or less – not enough specific, measurable, achievable, realistic, and time-defined goals and objectives.

2. Content and structure: 23-30 points – high level of relevance, completeness, and logic of the programme; 16-22 points – satisfactory level of content and structure, but aspects may need some improvements; 15 points or less – low level of content and structure, requires serious improvements.

3. Practical applicability: 23-30 points – high opportunities for obtaining practical experience and developing skills, readiness for real challenges in the industry; 16-22 points – satisfactory level of practical applicability, but there is room for improvements; 15 points or less – low practical value, requires significant changes.

4. Methods for evaluating and measuring progress: 23-30 points – an effective evaluation system that meets the goals of the programme and allows objectively determining the level of assimilation of the material; 16-22

points – satisfactory evaluation system, but there is room for improvement; 15 points or less – inefficient evaluation methods, requires serious revision.

5. Engaging interested parties: 31-40 points – active interaction with students, teachers, employers, and other parties; 21-30 points – satisfactory level of interaction, but there is room for improvement; 20 points or less – limited interaction, it is necessary to reform the system of attracting interested parties.

6. Monitoring and updating: 23-30 points – effective monitoring system and continuous improvement of the programme; 16-22 points – there are certain monitoring mechanisms, but there is room for improvement; 15 points or less – no monitoring system, requires urgent implementation.

For an overall assessment of the programme's effectiveness, above 160 points is considered a high level of efficiency, 100-159 points – satisfactory, and less than 100 points – low. The proposed methodology would allow for a comprehensive evaluation and identify opportunities for further development and improvement of Ukrainian educational programmes in the field of physical education and sports. Further testing of the developed methodology using a student survey showed the following results (Table 3).

**Table 3.** Results of evaluation of the training programme for specialists in the field of physical education and sports by students of the Faculty of Physical Education Ternopil Volodymyr Hnatiuk National Pedagogical University

Evaluation stage	Criteria and aspects	Score (from 1 to 10)
Analysis of goals and objectives	Specificity of goals and objectives	9
	Measurability of goals and objectives	7.6
	Achievability of goals and objectives	7.5
	Realism of goals and objectives	8.2

	Time-defined goals and objectives	7.8
Content and structure	Relevance of educational material	9.3
	Completeness of educational material	9.6
	Consistency and effectiveness of the programme structure	8.3
	Opportunities to gain practical experience	9.1
Practical applicability	Development of practical skills	8.8
	Readiness for real challenges in the industry	8.7
	Evaluation system	9
Methods for assessing and measuring progress	Compliance with programme goals	9.3
	Objectivity of determining the level of material assimilation	9.1
	Interaction with students	9
Engagement of interested parties	Interaction with teachers	8.8
	Interaction with employers	7.3
	Interaction with other parties	8
	Monitoring system	9
Monitoring and updating	Updates and improvements	8.3
	Use of analysis results to drive improvements	8.7

**Note:** the presented scores are the arithmetic mean of the responses of all 48 survey participants.

**Source:** compiled by the authors.

The overall evaluation of the efficiency of the training programme for specialists in the field of physical education and sports of the Faculty of Physical Education of Ternopil Volodymyr Hnatiuk National Pedagogical University was 180.4 points, which is a high indicator. However, in order to bring the quality of Ukrainian education to an even higher level, it is recommended to include in the educational programmes previously considered world practices, namely: an integrated approach to professional training of physical education and sports specialists, innovative methods, and adapt educational programmes to the individual needs of students.

## Discussion

The results of the study showed that the training programme for specialists in the field of physical education and sports in Ukraine is quite effective, but there are areas that require further improvement. The analysis of key elements of current educational programmes revealed areas that require improvement, in particular, the need for an integrated approach to professional training and the introduction of innovative methods was identified. The developed methodology for evaluating training programmes can help categorise data and set priorities for further improvement of educational programmes. In particular, the results showed the importance of adapting programmes to the individual needs of students and consideration of current trends in the field of physical activity.

To get acquainted with other aspects of the problem of professional training of physical education and sports specialists, and ways to solve them, previous studies were considered. M. Griffiths *et al.* [30] focused on investigating the impact of massive open online courses (MOOCs) on the professional development of physical education teachers and youth sports coaches. The researchers examined how MOOCs can meet the needs and expectations of educators and trainers in this field, for which they analysed the availability of MOOCs, evaluated their effectiveness and compliance with the educational needs of the target audience, as a result of which key aspects (such as schedule flexibility and easy access to the

necessary resources) that make them attractive to educators and trainers were described. Researchers proved that MOOCs can be an effective tool for professional development in the field of physical education and sports, emphasising the importance of personalised approaches and the need to consider the specific needs and expectations of the target audience, and features of the professional industry for the successful implementation of MOOCs. These results are valuable in the context of the study, as they reveal an additional method for improving the quality of training of future physical education and sports specialists.

J. Stone *et al.* [31] explored the impressions and experiences of sports coaches from different countries who apply modern pedagogical methods in their work. The main focus was on the analysis of specific scenarios for using the modern pedagogical approach in coaching practice, and on investigating the reaction of trainers to the introduction of innovative methods in the educational process. Researchers focused on the study of important factors that affect the success of implementing a modern pedagogical approach and, in particular, investigated how this approach affects the development of athletes, communication between coaches and students, and aspects of international exchange of pedagogical experience. The study included an analysis of the results of surveys and interviews with coaches during which researchers found that for coaches in different countries, the key issues are adaptation of innovative methods to specific sports contexts, support of athletes in the process of implementing changes, and ensuring effective communication between coaching staff and sports players, which indicates the importance of modern pedagogical methods in coaching practice and emphasises the importance of adapting these methods to specific sports contexts. Both the reviewed and conducted research indicated the need to modernise and improve the training system in the field of physical education, but this study provided specific recommendations for the Ukrainian education system. Research materials by the authors can complement these results by revealing trainers' responses to the introduction of new techniques.



A. Orunbayev [32] investigated the key elements of the work of specialists in the field of sports and their impact on the performance of athletes and the effectiveness of teams. The main focus was on studying the approaches that sports coaches and managers use in their work, in particular, the strategic, psychological, and technical aspects that determine the overall success of a team or athlete. One of the key results of the study was the conclusion that the effectiveness of strategic planning and its adaptation to specific situations during competitions has a significant impact on the success of the team, and consideration of the individual characteristics and needs of athletes in working with motivation and psychological climate contributes to the creation of an effective training environment. The researcher also highlighted the importance of leadership, empathy, and communication skills of sports coaches and managers, and an understanding of what interactions and relationships within a sports team have proven to be crucial for building an effective coaching staff and ensuring harmonious teamwork. The aspects of strategic planning and effective communication in the coaching staff presented in the paper can complement the results of the study, as they expand the context of work in the context of global trends in the training of physical education specialists and can be used to improve training programmes in Ukraine.

L. Rico *et al.* [33] reviewed the service-based teaching model used in physical education teacher training, with a focus on unlocking the potential of this model to achieve the sustainable development goals, and identifying and analysing its contribution to the pedagogical process of physical education teacher training. The researchers concluded that the use of service training in teacher training contributes not only to academic growth, but also to the development of appropriate social skills and a responsible civic position among future physical education teachers. It was also found that this model has a potential impact on increasing students' educational awareness in the field of sustainable development, improving their ability to understand and analyse complex problems related to environmental sustainability and socio-economic development. This study describes approaches and strategies that determine the overall success of teams and athletes, in contrast to the investigation of ways to improve the system of training physical education specialists in Ukraine. Both studies confirmed the importance of strategic and psychological aspects in the training of specialists, but were devoted to different approaches to the ways of their implementation and improvement, which makes them complementary in understanding and improving coaching practice.

D. Tannehill *et al.* [34] highlighted key aspects of the continuing professional development system for physical education professionals in Europe, including identifying and analysing the needs of physical education teachers, and identifying effective continuing education strategies and tools that meet the requirements of the current educational environment. In the course of the study, key challenges faced by physical education teachers in the context of European professional development were identified, in particular, problems related to changes in educational policy, restoration and updating of departmental standards, and the introduction of innovative teaching methods. The

researchers identified that physical education teachers often face challenges related to the lack of sufficient resources for professional development (for example, access to up-to-date educational materials, seminars, and other means of support) and argued that these limitations may affect teachers' ability to effectively implement the latest pedagogical methods and technologies in the educational process. In the context of overcoming these challenges, the researchers stressed the importance of organising regular professional seminars to get acquainted with the latest trends and exchange experience. The researchers concluded that optimisation of the system of continuous professional development and adaptation of programmes and strategies to the changing requirements of modern society and educational standards are important factors in maintaining quality education in the field of physical education and sports in Europe. Both studies aimed to improve the quality of training in the field of physical education and sports and came to general conclusions about the challenges to this goal associated with the lack of sufficient resources for professional development.

R. Pérez-Ordás *et al.* [35] focused on researching service training programmes in physical education and sports and the role of teachers in this process, including analysis of teaching and learning models for all participants. In the course of the study, the researchers found that service training in physical education covers not only the transfer of knowledge, but also the active participation of students in public projects and assistance to society. Separately, the researchers focused on the role of the teacher, who acts as an intermediary in the learning process and a catalyst for student development through interaction with the community, forming a positive experience for students and contributing to their growth in public initiatives. The results of the study showed that service training can become an effective strategy for the development of social and interpersonal skills, and the integration of such programmes into physical education not only promotes practical learning and increases the motivation of students, but also helps to improve the educational process and educate ready-to-interact and active members of society. The results of this study confirmed the importance of involving interested parties in the training process in the field of physical education to increase motivation, improve the educational process, and develop ready-to-interact and active specialists.

The considered studies demonstrated various aspects of the issue of professional training of physical education and sports specialists, but all researchers directly or indirectly pointed out the importance of introducing innovations, using modern pedagogical methods and technologies to improve the training of specialists and the need to develop effective strategies to overcome challenges.

## Conclusions

The results of the study confirmed the significance and relevance of the problem of professional training of future specialists in physical education and sports in the Ukrainian context. The study focused on the analysis of international experience in this field, which allowed identifying trends in modern physical education and comparing the functioning of vocational training systems

in different countries and identifying best practices that can be used to improve the training system in Ukraine. The survey of students demonstrated a sufficient level of effectiveness of current educational programmes, but also pointed out promising areas of development to improve the quality of Ukrainian Education.

The international experience reviewed demonstrated the importance of integrating current trends in health and physical activity into training programmes. In addition, it was revealed that changes in working modes, technological progress, and other factors have a significant impact on the physical activity of the population. The study concluded that the introduction of elements of international experience can contribute to more effective professional training of specialists in physical education and sports in Ukraine. The need to adapt best practices and introduce innovative methods to ensure a high level of training of future specialists in this field was also identified.

The methodology for evaluating a programme for the training of specialists in the field of physical education and sports considers interaction with students, teachers, and other parties, facilitating feedback and objective evaluation of the programme. It was determined that the analysis of goals and objectives should be based on their concreteness, measurability, accessibility, realism, and certainty in the time frame, which determines the accuracy and orientation

of the educational process. The system of monitoring and updates was considered as a tool for continuous improvement of the programme, adapted to changes in the industry and the needs of participants in the educational process, and aimed at creating an effective basis for evaluating and improving educational programmes in the field of physical education sports in Ukraine.

However, considering the unique features of Ukrainian society and the education system, it is important to adapt the selected international approaches to the internal realities of the country. Thus, further research is recommended to focus on the development of a methodology for implementing the most promising elements of international experience in the field of professional education in the field of physical education and sports, which will improve the quality of professional training of physical education and sports specialists in Ukraine.

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### Conflict of Interest

None.

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## **Розробка методики оцінювання якості професійної підготовки майбутніх фахівців фізичного виховання і спорту**

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## **Анотація**

**Актуальність.** Актуальність дослідження зумовлена стрімким розвитком сфери фізичного виховання і спорту та зростанням вимог до кваліфікації фахівців.

**Мета.** Метою дослідження є розробка методології оцінювання якості підготовки фахівців на основі огляду кращих світових практик.

**Методологія.** Були використані наступні методи дослідження: метод систематизації, аналіз, порівняння, синтез, дедукція, класифікація, анкетування.

**Результати.** У ході дослідження було виявлено актуальні тенденції у сфері фізичного виховання та спорту, розглянуто сучасні підходи до підготовки фахівців та тенденції розвитку фітнес-індустрії, актуалізовано роль фахівців фізичного виховання та спорту. Розглянутий у роботі міжнародний досвід таких країн-лідерів у галузі освіти, як США, Франція, Японія, допоміг виявити як сильні сторони в українській системі професійної підготовки фахівців, так і обґрунтувати, що в системі підготовки фахівців у галузі фізичного виховання в Україні існують проблеми та недоліки, які полягають у відсутності комплексного підходу до професійної підготовки, обмеженому використанні інноваційних методів, адаптації до індивідуальних потреб студентів. На основі отриманих даних запропоновано шляхи вдосконалення наявних освітніх програм з метою приведення їх у відповідність до кращих світових практик. Розроблена схема ключових елементів та шляхів їх реалізації для підготовки фахівців у сфері фізичного виховання і спорту в Україні стала основою для створення методології оцінювання ефективності українських освітніх програм у сфері фізичного виховання і спорту за шістьма ключовими етапами.

**Висновки.** Матеріали дослідження можуть бути використані для безпосередньої оцінки чинних освітніх програм у сфері фізичного виховання і спорту та їх подальшого вдосконалення.

**Ключові слова:** освітні програми; вдосконалення української освіти; міжнародний досвід та співпраця; оцінка ефективності; практичні навички; розвиток компетенцій.