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ЧЕНЬ Яцинь

Сумський державний педагогічний університет імені А. С. Макаренка, Україна
chen.yaqin@fizmatsspu.sumy.ua

ПРОФЕСІЙНА ПІДГОТОВКА БАКАЛАВРІВ ТА МАГІСТРІВ ЗА СПЕЦІАЛЬНІСТЮ «ФІЗИЧНА КУЛЬТУРА І СПОРТ» В УКРАЇНІ

Анотація. Глобалізація освітнього простору і стрімкий розвиток спортивних технологій разом із змінами соціокультурних парадигм фізичного виховання створюють нові виклики для підготовки фахівців сфери фізичної культури і спорту. Особливої актуальності набуває питання якості професійної підготовки бакалаврів і магістрів, оскільки саме вони становлять основу кадрового потенціалу галузі. Мета статті - провести аналіз професійної підготовки бакалаврів та магістрів за спеціальністю «Фізична культура і спорт» в Україні для виявлення факторів її невідповідності очікуванням стейкхолдерів. Складність дослідження полягає в необхідності комплексного аналізу всіх аспектів професійної підготовки - від нормативно-правових основ до конкретних методів навчання, з урахуванням динаміки розвитку галузі та міжнародного досвіду. Проведений аналіз виявив системну проблему розриву між теоретичною підготовкою фахівців та практичними вимогами сучасного спортивного ринку, що потребує стратегічного переосмислення підходів до професійної освіти. Для бакалаврської підготовки критично важливим є перехід від загальних теоретичних знань до формування конкретних практичних компетенцій. Магістерські програми потребують принципово іншого підходу, орієнтованого на розвиток аналітичних та управлінських якостей. Акцент має бути зроблений на міждисциплінарних дослідженнях, інтеграції знань з нейрофізіології, біомеханіки та спортивного менеджменту. Важливим компонентом має стати розвиток проектних компетенцій, що дозволить магістрам не лише аналізувати, а й ініціювати інноваційні спортивні проекти. Аналіз міжнародного досвіду свідчить про необхідність створення гнучких освітніх траєкторій, де студенти зможуть формувати індивідуальні навчальні плани з урахуванням майбутньої спеціалізації. Це особливо актуально для таких перспективних напрямів, як спортивна реабілітація, адаптивний фітнес для різних вікових груп, кіберспортивна медицина та управління спортивними об'єктами.

Ключові слова: фізична культура і спорт; професійна підготовка; бакалавр; магістр; Україна; професійна підготовка; освіта.

Yaqin CHEN

Sumy State Pedagogical University named after A.S. Makarenko, Ukraine
chen.yaqin@fizmatsspu.sumy.ua

PROFESSIONAL BACHELOR'S AND MASTER'S TRAINING IN THE SPECIALTY "PHYSICAL CULTURE AND SPORTS" IN UKRAINE

Abstract. The globalization of the educational space and the rapid development of sports technologies, together with changes in the socio-cultural paradigms of physical education, create new challenges for training specialists in physical culture and sports. The issue of the quality of professional bachelor's and master's training is of particular relevance since they form the basis of the personnel potential of the industry. The purpose of the article is to analyze the professional training of bachelors and masters in the specialty "Physical Culture and Sports" in Ukraine to identify the factors that contribute to its non-compliance with the expectations of stakeholders. The complexity of the study lies in the need for a comprehensive analysis of all aspects of professional training - from regulatory frameworks to specific teaching methods, taking into account the dynamics of industry development and international experience between the theoretical training of specialists and the practical requirements of the modern sports market, which requires a strategic rethinking of approaches to professional education. Moving from general theoretical knowledge to forming specific practical competencies is essential for bachelor's training. Master's programs require a fundamentally different approach to developing analytical and managerial qualities. Emphasis should be placed on interdisciplinary research and integrating neurophysiology, biomechanics, and sports management knowledge. A critical component should be the development of project competencies, which will allow masters not only to analyze but also to initiate innovative sports projects. The analysis of international experience indicates the need to create flexible educational trajectories where students can form individual curricula, taking into account future specialization. This is especially true for promising areas such as sports rehabilitation, adaptive fitness for different age groups, esports medicine, and sports facility management.

Keywords: physical culture and sports; vocational training; bachelor's degree; master's degree; Ukraine; vocational training; education.

Problem statement. The modern system of higher education in Ukraine in the field of physical culture and sports is in a state of profound transformation, which is due to a complex of interrelated factors. The globalization of the educational space, integration into the Bologna process, the rapid development of sports technologies, and the change in socio-cultural paradigms of physical education create new challenges for training specialists in this field. The quality of professional training for bachelors and masters is of particular relevance since they form the basis of the personnel potential of the industry. The problem lies in the existing dissociation between traditional approaches to training and modern requirements for specialists, which imply not only a high level of special knowledge but also developed soft skills and the ability to constantly learn and adapt to changes.

Analysis of current research. Crisis phenomena in the system of training specialists in the specialty "Physical Culture and Sports" in Ukraine are manifested in a low level of practical orientation of training, insufficient consideration of individual educational trajectories, poor integration of interdisciplinary knowledge, and the lack of precise mechanisms for monitoring the quality of academic results. The issue of adapting curricula to the requirements of the digital age, when traditional methods of sports training need to be supplemented with modern technological solutions, is especially acute [6]. At the same time, the regulatory framework that regulates the educational process often lags behind the real needs of the industry, creating barriers to innovative development [10].

The social significance of the problem is enhanced by the fact that specialists in physical culture and sports play a key role in the formation of a healthy society, disease prevention, and social integration of different groups of the population [2]. Therefore, the insufficient quality of their training directly affects the state of health of the nation and the development of the sports movement as a whole. In addition, in the context of globalization of the sports industry, Ukrainian specialists face tough international competition, which requires a fundamentally new approach to the organization of the educational process [4].

Thus, the problem of the study lies in the comparative analysis of the professional training of bachelors and masters in the specialty "Physical Culture and Sports" and its compliance with the requirements of educational standards and the labor market.

The aim is to analyze the professional training of bachelors and masters in the specialty "Physical Culture and Sports" in Ukraine to identify the factors that cause its inconsistency for stakeholders. The complexity of the study lies in the need for a comprehensive analysis of all aspects of professional training - from regulatory frameworks to specific teaching methods, taking into account the dynamics of the industry development and international experience. Training and practical requirements of employers, as well as mechanisms for ensuring the continuity of education of specialists throughout their professional lives.

The study results can become the basis for further changes in training specialists in physical culture and sports, aimed at increasing their competitiveness at the national and international levels.

Methods. To study the professional training of bachelors and masters in physical culture and sports, we applied a set of scientific methods, which made it possible to obtain comprehensive and objective results. Theoretical methods included system analysis to study the relationships between the components of the educational system, a comparative-historical method to analyze the evolution of approaches to the training of specialists, and a structural-functional analysis to identify the modern education system's functioning patterns. To study the regulatory framework and educational programs, we used content analysis of documents, which made it possible to identify trends, priorities, and discrepancies in the regulation of the educational process. To compare national standards with international ones, we used comparative analysis. We used observation of the educational process to analyze the practical training component. The synthesis of the results obtained was carried out using the methods of systematization and generalization, which made it possible to develop proposals for improving the system of training specialists. We prioritized an integrated approach that combined qualitative and quantitative research methods.

Results. According to the regulatory framework, the training of specialists in physical culture and sports (PC&S) in Ukraine is carried out based on several key regulatory documents that determine the general principles of higher education, professional training, as well as the specifics of the field of knowledge 01 "Education / Pedagogy" and the field of knowledge 09 "Biology" and 22 "Healthcare" (depending on the specific educational program). The primary regulatory documents include: the Law of Ukraine "On Higher Education" (2014, with recent amendments), which defines the legal basis for the functioning of the higher education system, in particular the structure of educational programs, levels of education, accreditation requirements, as well as the academic autonomy of higher education institutions; The Law of Ukraine "On Physical Culture and Sports" (1993, as amended) outlines the state policy in the field of physical education, sports development, training of sports personnel and their certification; The Resolution of the Cabinet of Ministers of Ukraine dated November 23, 2011 No. 1341 "On Approval of the National Qualifications Framework" (as amended) regulates the levels of qualifications in education, which allows the formation of educational programs in accordance with the requirements of ECTS and professional practice; Standards of higher education of Ukraine in the relevant specialties in the specialty 017 "Physical Culture and Sports", which contain requirements for learning outcomes; competence (general and professional); the volume of loans; forms of attestation.

The undergraduate program provides a basic understanding of the field, while the master's program offers advanced specialization and research opportunities. The bachelor's degree in Physical Culture and Sports in Ukraine is designed to provide students with a broad understanding of this field's fundamental principles and practices. This level of training aims to equip graduates with the knowledge and skills necessary to work in various entry-level positions related to physical activity, sports, and health promotion.

The typical educational component of the bachelor's training program in the specialty 017 "Physical Culture and Sports" by the standard of higher education (Order of the Ministry of Education and Science No. 909 of 14.08.2018) will be as follows (Table 1).

Table 1. Typical educational component of the OPP in Bachelor's training in Physical Culture and Sports (program volume – 240 ECTS, 4 years of study)

No	Name of the discipline	Number of credits	Semester
1	Ukrainian language (professional)	4	1
2	Foreign language	4	1–2
3	Philosophy	4	2
4	Introduction to the specialty	3	1
5	Human Anatomy	4	2
6	Human physiology	4	3
7	Biomechanics	3	4
8	Theory and methods of physical education	6	2–3
9	Theory and methodology of the chosen sport	10	3–6
10	Sports Theory	5	5
11	Hygiene and basics of valeology	3	4
12	Basics of labor protection and life safety	3	7
13	Psychology	3	3
14	Pedagogy	3	4
15	Methods of teaching physical education	6	5–6
16	Athletics	3	2
17	Gymnastics	3	2
18	Game sports (football, volleyball, basketball)	6	3–5
19	Swimming	3	3
20	Ski training/tourism	3	4
21	Sports and pedagogical improvement	6	5–8
22	Physical therapy and occupational therapy	3	6
23	Fundamentals of scientific research	4	6
24	Practice (educational, pedagogical, pre-diploma)	24	4–8

Selective educational components are formed independently by higher education institutions. Their total volume is at least 60 credits for 4 years.

Curricula, as a rule, include courses in anatomy, physiology, biomechanics, sports psychology, pedagogy, and teaching methods. Students also receive hands-on training in various sports and physical activity, developing their coaching and teaching skills. The programs are focused on preparing graduates who can effectively design and implement basic fitness programs, coach sports at the youth level, and promote healthy lifestyles in communities. An essential component of the bachelor's program is practical experience. Students often do internships or internships in schools, sports clubs, fitness centers, or entertainment venues. This hands-on experience allows them to apply their theoretical knowledge in real-world settings, develop their professional skills, and gain valuable insights into the profession's demands.

Graduates with a bachelor's degree in Physical Education and Sports can pursue careers as physical education teachers in schools, coaches of youth sports teams, fitness instructors in gyms and community centers, or recreation managers in parks and resorts. These positions typically involve working directly with individuals or groups to promote physical activity and improve their health and well-being.

The typical educational component of the academic and professional program for the preparation of a master's degree in the specialty 017 "Physical Culture and Sports" by the standard of higher education (Order of the Ministry of Education and Science of Ukraine No. 795 dated 10.06.2019) is given in the following table (Table 2).

Table 2. The typical educational component in Master's training in Physics and Culture and Sport (program volume – 90 ECTS, 1.5 years of study)

No	Name of the discipline	Number of credits	Semester
1	Philosophy of Education and Science	3	1
2	Methodology of scientific research	4	1
3	Innovative technologies in physical culture and sports	4	1
4	Management and Marketing in Physical Culture and Sports	4	2
5	Pedagogy of Higher Education	4	1
6	Psychological and pedagogical foundations of personality development	4	2
7	Theory and Methods of Physical Culture and Sports	6	1–2
8	Theory and methodology of the chosen sport	6	1–2
9	Sports training and competitive activities	5	2
10	Management of the training process	5	2
11	Pedagogical / coaching practice	6	2
12	Research practice	6	2–3
13	Attestation (master's thesis with defense)	6	3

Selective educational components are formed by the institution independently with a volume of at least 22.5 credits and are focused on a particular specialization

The Master's degree in Physical Culture and Sports in Ukraine is designed for students who want to gain advanced knowledge, skills, and research opportunities in a specialized field. This level of preparation prepares graduates for leadership roles, research positions, and advanced coaching opportunities. Master's programs typically offer specializations in athletic training, sports management, adapted physical activity, or health promotion. Students delve deeper into the scientific principles underlying their chosen specialization and develop expertise in research methodologies, program development, and assessment methods. A key component of the master's program is scientific research. Students must conduct original research, often culminating in a dissertation or dissertation. This research experience allows them to contribute to the body of knowledge in the field, develop their analytical and problem-solving skills, and prepare for potential doctoral studies.

Graduates with a master's degree in Physical Education and Sports can pursue careers as head coaches of competitive sports teams, sports managers in professional or amateur organizations, program directors in health promotion agencies, researchers at universities or research institutes, or consultants in sports and fitness. These positions typically involve more responsibility, autonomy, and decision-making than entry-level positions.

Professional training of bachelor and master in the specialty "Physical Culture and Sports" have significant differences in terms of the level of education, the content of curricula, focus on practical or theoretical aspects, as well as employment opportunities, which we have identified based on content analysis of the relevant educational programs and information about them [5; 7-9; 12].

The first level of higher education, the bachelor's level, aims to form basic knowledge and skills for work in physical culture and sports. The second level of higher education, the master's level, is focused on solving complex professional problems, conducting research activities, and conducting in-depth studies of theoretical aspects. In the bachelor's program, the main emphasis is on practical training: mastering the methods of physical education, sports morphology, biomechanics of sports, organization of mass sports events, and orientation to work as a coach, instructor-methodologist, or physical education teacher.

The Master's program provides for an in-depth study of the theoretical aspects of the industry: "Theory and Methods of Olympic Sports," "Modern Technologies of Functional Diagnostics," "Sports Law," "Management in Sports," and the research component as the implementation of scientific research in the field of physical culture and sports. Elective disciplines allow you to specialize in rehabilitation, sports management, or marketing in sports.

Let's analyze the practical and theoretical components. We observe a greater emphasis on practical skills and work with different groups of the population, as well as the fact that training is aimed at applying knowledge in real conditions (schools, sports clubs, fitness centers). In master's programs, there is a focus on managerial functions, analytical work and research activities, and preparation for teaching in higher education or work in international sports organizations.

A comparison of employment opportunities shows that a bachelor can work as a coach in sports schools and fitness centers, as a physical education teacher, and in the organization of sports events and leisure. At the same time, PC&S masters can hold managerial positions in sports organizations, teach in higher education institutions, or participate in international sports management or rehabilitation projects. The highlight of master's programs is research activities. The master's program provides for implementing scientific research and writing a master's thesis. This allows graduates to continue their studies at the third (doctoral) level of education.

The modern development of physical culture and sports in Ukraine is characterized by a gradual transition from traditional approaches to innovative models, including digitalization, personalization of training, and integration of sports into national health programs. However, the curricula of Ukrainian universities often lag behind these trends. For example, educational plans do not sufficiently reflect the growing demand for specialists in adaptive sports, sports rehabilitation, and fitness technologies. In addition, developing sports infrastructure, particularly the emergence of modern training centers with VR technologies, biometric systems, and artificial intelligence, requires new competencies from specialists that have not yet become part of standard training. An important factor is also the growth of social responsibility of sports, which involves training specialists capable of working with various social groups, including people with disabilities and representatives of vulnerable segments of the population.

Modern Ukrainian bachelor's and master's programs in physical culture and sports gradually integrate innovative teaching methods [1; 3], although this process remains uneven. Among the promising approaches already being implemented in some universities, it is worth noting the use of simulation training complexes, virtual laboratories for analyzing movement techniques, and online platforms for distance learning. Some higher education institutions are beginning to include modules on the use of motion sensors and biometric systems in their curricula [11] and artificial intelligence to analyze sports performance. However, these

initiatives are often fragmented and do not cover all aspects of modern training. An essential step in improving teaching methods is the development of partnership programs with sports clubs, fitness centers, and rehabilitation institutions, allowing students to gain hands-on experience while still studying. At the same time, the lack of funding, outdated material and technical base, and the conservatism of some teachers slow down the process of modernization of educational methods.

Conclusions. The analysis revealed a systemic problem of the gap between the theoretical training of specialists and the practical requirements of the modern sports market, which requires a strategic rethinking of approaches to professional education. A key aspect of the reform should be creating a dynamic model of the educational process capable of promptly responding to changes in the sports industry and social needs.

Moving from general theoretical knowledge to forming specific practical competencies is essential for bachelor's training. This involves the development of modular programs, where up to 60% of the study time will be devoted to real work in sports clubs, rehabilitation centers, and fitness institutions. Particular attention should be paid to introducing modern training technologies, including biometric monitoring systems, VR training, and methods for analyzing sports indicators, which will allow graduates to navigate the digital sports industry freely.

Master's programs require a fundamentally different approach to developing analytical and managerial qualities. Emphasis should be placed on interdisciplinary research and integrating neurophysiology, biomechanics, and sports management knowledge. A critical component should be the development of project competencies, which will allow masters not only to analyze but also to initiate innovative sports projects.

International experience shows the need to create flexible educational trajectories where students can form individual curricula, taking into account future specialization. This is especially true for promising areas such as sports rehabilitation, adaptive fitness for different age groups, esports medicine, and sports facility management.

Institutional changes should include the creation of permanent platforms for dialogue between universities, employers, and professional sports associations. Such interaction will allow for prompt adjustment of training programs, development of common certification standards, and creation of effective mentoring models.

Implementing these changes will require not only a revision of the content of education but also a radical transformation of pedagogical approaches, investments in the material and technical base, and advanced training of teaching staff. However, this comprehensive approach will create a competitive system of training specialists in Ukraine capable of ensuring the high-quality development of physical culture and sports at the national and international levels.

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