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ПЕРСПЕКТИВНІ НАПРЯМИ ПІДГОТОВКИ МАГІСТРІВ ФІЗИЧНОЇ КУЛЬТУРИ І СПОРТУ В УКРАЇНІ І ПОЛЬЩІ

Анотація. Підготовка фахівців у галузі фізичної культури і спорту є важливим елементом державної політики, спрямованої на розвиток здорового суспільства та досягнення високих спортивних результатів. В умовах активних євроінтеграційних процесів особливої актуальності набуває компаративний аналіз систем підготовки професіоналів спортивної галузі в Україні та сусідніх європейських країнах, зокрема Польщі. Даний огляд висвітлює сучасний стан підготовки магістрів спорту в обох країнах, визначає спільні та відмінні риси, а також окреслює перспективні напрями розвитку такої підготовки в контексті європейської інтеграції та сучасних викликів. Доведено необхідність модернізації освітнього процесу в галузі фізичної культури і спорту відповідно до сучасних вимог та стандартів. Обґрунтовано потребу розроблення моделі інноваційного розвитку професійної підготовки магістрів фізичної культури і спорту на основі стратегічного партнерства між державою, громадськими спортивними організаціями, наукою, сферою освіти і бізнесом. Виявлено, що перспективними напрямками підготовки магістрів спорту в Україні та Польщі є: впровадження дуальної освіти, яка дозволяє поєднувати теоретичне навчання з практичною підготовкою; інтеграція цифрових технологій, зокрема використання онлайн-платформ та мобільних додатків; посилення практичної складової навчання та поглиблення інтерактивних методів викладання; розвиток міжнародної співпраці та обміну досвідом, активізація академічної мобільності; адаптація навчальних програм до потреб ринку праці та міжнародних стандартів. Для України особливо актуальним є перехід від екстенсивної моделі розвитку видів спорту до інноваційної разом з формуванням принципово нових економічних основ і пошуком організаційно-правових форм функціонування сфери фізичної культури і спорту.

Ключові слова: фізична культура і спорт; підготовка магістрів; перспективні напрями; Україна; Польща; порівняльний аналіз; освіта.

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PROMISING AREAS OF THE PHYSICAL CULTURE MASTERS' TRAINING IN UKRAINE AND POLAND

Abstract. Training specialists in physical culture and sports is an essential element of state policy to develop a healthy society and achieve high sports results. In the context of active European integration processes, a comparative analysis of the systems for training sports professionals in Ukraine and neighboring European countries, in particular Poland, is of specific relevance. This review highlights the current state of training of masters of sports in both countries, identifies standard and distinctive features, and outlines promising directions for developing such training in the context of European integration and modern challenges. The need to modernize the educational process in physical culture and sports by modern requirements and standards has been proven. The need to develop a model for innovative professional training for masters of physical culture and sports based on strategic partnerships between the state, public sports organizations, science, education, and business has been substantiated. It has been revealed that the promising areas of training for masters of sports in Ukraine and Poland are the introduction of dual education, which allows combining theoretical training with practical training; integration of digital technologies, in particular, the use of online platforms and mobile applications; strengthening the practical component of learning and deepening interactive teaching methods; development of international cooperation and exchange of experience, activation of academic mobility; adaptation of training programs to the needs of the labor market and international standards. For Ukraine, the transition from an extensive sports development model to an innovative one is especially relevant, along with the formation of fundamentally new economic foundations and the search for organizational and legal forms of functioning in physical culture and sports.

Keywords: physical culture and sports; master's training; promising areas; Ukraine; Poland; comparative analysis; education.

Problem statement. Training specialists in physical culture and sports is an essential element of state policy to develop a healthy society and achieve high sports results. In the context of active European integration processes, a comparative analysis of the systems for training sports professionals in Ukraine and neighboring European countries, in particular Poland, is of specific relevance.

Analysis of current research. In Ukraine, physical culture and sports are recognized as a priority area of state policy, which is enshrined in Article 4 of the Law of Ukraine "On Physical Culture and Sports in Ukraine." Physical culture and sports at the legislative level are defined as a priority direction of state policy [5]. Over the past decade, measures have been taken to determine the prospects for the development of this area; in particular, in 2016, the National Strategy for Health-Improving Physical Activity in Ukraine for the period until

2025 was approved. Over the past 5-6 years, measures have been taken at various levels to determine the prospects for further development of this area and improve relevant social relations. In particular, in 2016, the National Strategy for Health-Improving Physical Activity in Ukraine for the period up to 2025, "Physical Activity – Healthy Lifestyle – Healthy Nation," was approved [5].

Historically, the development of the system of training specialists in physical culture and sports in Ukraine was formed under the influence of the Soviet model. Still, with independence, there was a gradual transformation and reorientation to European standards. During the 20-70s century XX, four specialized institutions of higher education were created that trained specialists in physical culture and sports on the territory of Ukraine: Kyiv State Institute of Physical Culture, Lviv Institute of Physical Culture; Kharkiv State Institute of Physical Culture, and Dnipropetrovsk State Institute of Physical Culture and Sports. These educational institutions were created based on technical schools of physical culture or individual faculties [1]. Today, in Ukraine, an extensive network of academic institutions trains pedagogical personnel in physical culture and sports. In modern independent Ukraine, a vast network of educational institutions of pedagogical direction is developed, which successfully functions and remains a center of training highly qualified pedagogical personnel in physical culture and sports. Also, the training of physical education and sports specialists is carried out at the present stage of development of this educational direction based on other higher education institutions [1].

In Poland, the system of training specialists in physical education has a long tradition. The beginning of the formation of this system dates back to the period of restoration of Poland's independence after the First World War, when the revival of national education became one of the priority tasks. After the independence of Poland, one of the main tasks of the government was the revival of national education. In 1918, the Ministry of Religious Affairs and Civic Education was established. One of the first state decrees of February 7, 1919, was the introduction of compulsory 7-year education for children aged 7–14 [16]. Even then, physical education was recognized as a mandatory subject in the curricula of secondary schools.

Training masters in physical culture and sports in Ukraine is carried out by educational and professional programs in the specialty 017 "Physical Culture and Sports. The structure of such training provides for forming a set of competencies necessary for professional activity in various fields, including in fitness centers, sports clubs, and other organizations. The effectiveness of training largely depends on the correctly constructed teaching methodology and the formation of professional competencies. In Ukrainian higher education institutions, the key discipline for the training of masters in the field of physical culture and sports is "Theory and Methods of Physical Education in Higher Education Institutions" [15]. This discipline aims to expand and deepen students' knowledge of modern means, methods, and theoretical and methodological foundations of physical education, as well as to develop and implement competencies in the development of innovative approaches [6]. However, studies reveal certain shortcomings in training masters of sports in Ukraine. In particular, there is insufficient digitalization of the educational process and a limited material and technical base.

The Polish system of training specialists in physical education and sports has several features that were formed in transforming education after the country acceded to the European Union. The analysis of scientific sources indicates Poland's active participation in developing European education standards and adapting to pan-European requirements. An essential aspect of developing higher education in Poland, particularly in physical culture and sports, was the emergence and growth of private higher education institutions [7].

The introduction of approaches to the physical self-improvement of students of European countries, including Poland, in the educational space of Ukraine can affect the formation of organizational aspects of physical education and sports and mass work. The introduction of approaches to physical self-improvement of students of European countries, namely Poland, Germany, etc., will affect the formation of organizational aspects of physical education and sports and mass work and will create more opportunities for individual development and self-realization of students through sports [12].

Purpose – comparative analysis of the systems for training masters of sports in Ukraine and Poland.

Methods. We used comparative analysis to compare curricula and summarize scientific publications on physical culture and sports.

Results. A comparative analysis of the development of higher education, particularly in the field of physical culture and sports, in Ukraine and Poland reveals several standard and distinctive features. Both countries underwent transformational processes after the collapse of the socialist bloc due to the need to create new democratic legislation and new market conditions [7]. Differences between Eastern European (Ukrainian) and Western traditions in mass sports are distinguished in scientific discourse. In particular, the concepts of Eastern European (Ukrainian) and Western traditions in the context of mass sports are analyzed [12]. These differences are also reflected in the approaches to training specialists in physical culture and sports.

Scientific and pedagogical cooperation between Ukrainian and Polish institutions contributes to exchanging experience and introducing innovative approaches to training physical culture and sports specialists. Modern transformations in the world and the spread of ideas of humanization of society contribute

to the implementation of the ideas of sustainable development both in Ukraine and in Poland [4]. These ideas are reflected in the training systems for physical culture and sports specialists in both countries.

The modern development of the system of training masters of sports both in Ukraine and in Poland is characterized by the integration of innovative approaches and technologies. In particular, it is recommended that interactive teaching methods be strengthened, the material and technical base be updated, and motivation for independent activity be increased [15]. An important promising direction for developing specialist training is the introduction of dual education. In Ukraine, concepts of training master's in dual education are being developed [2]. Dual education allows you to combine theoretical training with practical training in the workplace, which contributes to the formation of practical skills in students and facilitates their employment.

Ukrainian vocational training programs are actively adapted to international standards and labor market needs [10]. Modern training methods are successfully integrated into Ukrainian sports training, contributing to the increase in the performance of athletes [8]. An important area of development is the integration of digital technologies into the training of specialists. Integrating modern technologies, in particular online platforms and mobile applications, is recommended to strengthen the practical component of learning and introduce interactive teaching methods [15].

The quality and coaching approach significantly influence the development of the Master's of Sport in Poland. Research shows that the continuous professional development of sports coaches plays a vital role in improving the overall training system. Marek, Krawczynski, and Lenartowicz focused on the continuous professional development of sports coaches and the role of non-formal education and coach developers, emphasizing the need for strong support for both non-formal education of coaches and the critical role of trainer developers in the development of professional trainers in Poland and around the world [11]. These researchers analyzed secondary data on the sports training system and further professional development in Poland, supplemented by primary data from studies of Polish Olympic and Paralympic team coaches in 13 sports. Their study covered 103 coaches in Olympic and Paralympic sports, which provided a significant sample for understanding the coaching landscape in Poland. The methodology used included self-assessment by the coaches of the national teams regarding their professional development needs, opportunities, and challenges, as well as a balance of competencies based on data documenting the knowledge, experience, and social competencies acquired in the training process of these coaches. A significant finding of this study was that after completing formal education, trainers reported participating in various continuing professional development courses and training. Notably, the most valuable forms of continuous professional development were informal learning and the exchange of experiences and best practices with other trainers. This preference for non-formal teaching methods shows potential gaps in the formal training system for trainers in Poland. It highlights the importance of peer-to-peer knowledge sharing for the development of the coaching experience. Based on their findings, the researchers concluded that there is a clear need to educate more sports coaches and implement them in the system of development of professional coaches for their professional development [11]. This recommendation points to a critical gap in the Polish sports training system - insufficient professional training to guide and mentor coaches on their professional path.

In youth sports, Ploszaj, Firek, and Chekhovsky emphasize that sports do not automatically bring educational benefits to players. They argue that for the sports field to become a child-friendly educational environment, all subjects involved in youth sports organizations must take targeted educational measures [14]. These researchers investigated handball referees who interact with players during matches, focusing on referees with valid licenses issued by the Warsaw-Masovian Handball Association who officiated matches for children aged 9-12 in the Masovian Voivodeship in Poland. To assess the quality of referee-player interactions, they developed and used a direct observation tool called the "Referee-Player Interaction Evaluation System", which measured educational interaction in six dimensions: positive climate, response, behavior management, skill, instruction, and communication. Their conclusions showed that the quality of the referee's educational influence on the players was not influenced by either the referees' experience or the match's outcome. The quality of the educational interaction between the referee and the player in five of the six dimensions studied was rated as average. In contrast, the favorable climate was rated as poor. The researchers concluded that if judges are to support coaches and parents in achieving educational goals, improvements are needed in specific areas. Their study provided empirical data that can serve as a basis for modifying referee training programs developed by local and national sports associations [14].

The training of masters of sports in Ukraine and Poland faces several challenges and problems that need to be solved. In Ukraine, among such issues is a shortage of modern training centers for athletes, inefficient budgetary and extra-budgetary funding, and imperfection of regulatory, organizational, managerial, scientific and methodological, medical, informational, and personnel support [3]. The problem of training qualified personnel for work in educational institutions is especially acute. The transformation of the system of training specialists in physical education and the development of mass sports by the requirements of the integration of the Ukrainian education system into the European educational space is an urgent task of the state's social and humanitarian policy in Ukraine [13].

Over the past decade, many contradictions have accumulated in staffing the Ukrainian sphere of physical culture and sports between the real state of affairs and the demands of society and new opportunities for their satisfaction [5]. Eliminating existing contradictions will contribute to the growth of personnel capable of successfully solving professional problems [5].

Another challenge for Ukraine is Russia's military aggression, which creates difficulties for athletes and the sports training system, forcing it to adapt to new realities [8]. The war situation involves a shift in emphasis to the physical training of young people who would be ready for the defense of Ukraine and their patriotic education during physical education and sports [17].

An important direction in developing the system of training masters of sports is international cooperation and exchange of experience. Current trends in the regulation of human resources in the field of physical culture and sports include the study of the context of the European and national labor markets, new trends in the higher education sector, the analysis of changing changes in the qualification landscape, the integration of the professional labor market, the introduction of the practice of academic recognition and the activation of student mobility [9]. Scientific and pedagogical cooperation between educational institutions in Ukraine and Poland is necessary for developing the system of training specialists, which contributes to the exchange of experience and the introduction of innovative teaching methods [4].

The review literature reveals several limitations and gaps in research on the problems of training masters of sport in Poland. Firstly, there are limited studies on their comprehensive training system. Most studies focus on specific aspects such as coaching education, performance assessment, or benchmarking rather than providing a holistic overview of the entire ecosystem of training masters of sports focused on particular sports, which limits generalization. For example, the study by Płoszaj et al. (2020) involved only 25 handball referees from one region of Poland (Masovian Voivodeship) [14]. Similarly, in the cross-cultural comparison of Küttel (2017), the Polish sample consisted of only 84 former elite athletes compared to 231 from Switzerland [10]. Thirdly, there are not enough longitudinal studies that would track the development of masters of sport in Poland over time. Most studies provide cross-sectional analysis that captures a point in time rather than development trajectories. This gap limits understanding of how training problems develop over an athlete's career and how early training experience affects further results. Finally, there is a limited amount of research on the economic and infrastructural challenges faced by the training of master's of sports in Poland. Understanding resource constraints and their impact on learning quality would provide valuable context for addressing systemic problems.

Conclusions. The analysis of scientific literature on the training of masters of sports in Ukraine and Poland allows us to conclude that it is necessary to modernize the educational process by modern requirements and standards. To ensure adequate training of specialists, it is essential to develop an innovative development model based on a strategic partnership between the state, public sports organizations, science, education, and business.

Promising areas of training for masters of sports in Ukraine and Poland are the introduction of dual education, which allows combining theoretical training with practical training; integration of digital technologies into the educational process, in particular, the use of online platforms and mobile applications; strengthening the practical component of learning and the introduction of interactive teaching methods; development of international cooperation and exchange of experience, activation of academic mobility; adaptation of training programs to the needs of the labor market and international standards.

The transition from an extensive sports development model to an innovative one for Ukraine is especially relevant. Such a transition requires the formation of fundamentally new economic foundations and searching for organizational and legal forms of functioning in the sphere of physical culture and sports. Training specialists in physical culture and sports in developing public-private partnerships requires rethinking integrative economic, social, pedagogical, organizational, and regulatory factors that interact effectively.

The implementation of these areas will contribute to increasing the effectiveness of training masters of sports in Ukraine and Poland, as well as the formation of students' sustainable skills of a healthy lifestyle and a high level of professional competence necessary for their further professional activities.

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